



Term 2

New Hello!

English for Preparatory Schools

Year Three

Student's Book
and Workbook

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Scope and sequence

Skills	Language	Life Skills, Values and Issues
7 Our world		Page 2
Reading: A text about natural wonders of Egypt; a project about Wadi al-Hitan; <i>Black Beauty</i> , by Anna Sewell; an information text about mongooses Writing: A fact file about a natural wonder; a short article about an animal Listening: A talk about habitats; a description of a natural wonder; a discussion about a story; conversations asking for clarification Speaking: Talking about animals, animal habitats and natural wonders; expressing lack of understanding and asking for clarification	The present simple passive (revision) <i>Warm, wet areas are called a rainforest. These areas are known as polar habitats.</i> The present simple passive with by <i>Egypt is visited by more than 14 million tourists.</i> <i>The national park is surrounded by grasslands.</i> The past simple passive <i>Hundreds of fossils of ancient whales were found by scientists in 1902.</i> <i>It was discovered that these whales belong to the same family of animals as camels and giraffes.</i>	Life Skills: Respect for diversity in nature Values: Curiosity: encouraging inquiry Issues: Environmental and development issues: environmental responsibility
8 Protecting our planet		Page 12
Reading: An article about climate change; a post about a school project; blogs about a recycling project and weaving; a text about seagrass Writing: A plan for a recycling project; a speech about how to keep air clean; a project about a habitat Listening: A radio report about an environmental problem; a discussion about printer cartridges; identifying word stress; a speech about helping the environment Speaking: Discussing environmental problems; giving a speech	The first conditional (revision) <i>If families collect their paper, plastic and metal, we will pay for them.</i> <i>If our seas become warmer, coral reefs will die.</i> Verb + to or -ing <i>We need to use cleaner renewable energy.</i> <i>We must avoid polluting the environment.</i>	Life Skills: Problem solving and decision making Values: Integrity Issues: Environmental and development issues: environmental pollution; environmental responsibility
9 Build a greener world		Page 22
Reading: A webpage about mangrove trees; <i>The Iron Woman</i> by Ted Hughes; short web posts about how to help the environment; a report about the Great Green Wall initiative Writing: A report about a green initiative in Egypt or Africa; answers to a survey Listening: A conversation about sustainable living; a discussion about a story; a television interview about a solar farm Speaking: Discussing how to live more sustainably; asking about, giving and responding to opinions; conducting a survey	used to (revision) <i>We used to get all our shopping in plastic bags.</i> <i>We didn't use to get energy-saving light bulbs, but we do now.</i> The second conditional <i>If there were more mangrove trees, there would be fewer floods.</i> <i>If we lived in Hurghada, we would go to the beach.</i> The second conditional with could <i>The problems caused by rising sea levels could get worse if they didn't plant new mangrove forests.</i>	Life Skills: Problem solving and decision making Values: Objectivity Issues: Environmental and development issues: sustainable development
Review C Revision of Units 7-9		Page 32

Skills	Language	Life Skills, Values and Issues
10 To space and back		Page 34
Reading: A magazine article about a space scientist; the history of space exploration; a text about satellite technology; the poem <i>Day</i> ; an informative text about the International Space Station Writing: A paragraph about objects that use space technology; an informative text about a spacecraft Listening: A quiz about space; a podcast about satellites; a discussion about a famous photo Speaking: Talking about life experiences; talking about space and satellite technology; saying when events happened	The present perfect (revision) <i>Ayman Ragab has always been interested in space science. Have you ever used a telescope?</i> The present perfect continuous (revision) <i>For many years, NASA has been trying to understand what it can do with the rubbish that space journeys produce. What have you been reading recently?</i> The past perfect <i>Before the beginning of the 17th century, astronomers had only studied space with their own eyes. He hadn't published his ideas until just before he died.</i>	Life Skills: Critical thinking Values: Appreciation of science and scientists Issues: Issues of globalisation; civilizational communication; national unity
11 Media now and in the past		Page 44
Reading: News stories from different sources; a text about the first female broadcaster; an interview about working in the media Writing: A news report; an email asking about working in the media; a biography about a person in the media Listening: A discussion about jobs in the media; a radio news report; different opinions about a story in the news; a conversation about a new restaurant Speaking: Discussing types of news; describing a picture from the news; reporting news	Reported speech <i>The scientist explained that the world was warming because there was climate change.</i> <i>The owner told us that the park had taken over three years to build.</i>	Life Skills: Critical thinking Values: Cooperation; objectivity Issues: Issues of globalisation; technological awareness
12 Into the future		Page 54
Reading: A text about future technology; a blog about personal goals; an article about future cities in Africa; a text about driverless cars Writing: Making predictions; writing about personal goals and ambitions; planning a new city; a short report about a future technology Listening: A conversation about future predictions; a radio programme about learning in the future; students talking about their goals for the future; a conversation about a city in the future Speaking: Making predictions about the future; discussing future ability; asking and answering about personal goals; expressing certainty and uncertainty about the future	A review of future tenses (revision) <i>In the future, we will use renewable energy.</i> <i>E-sports are popular, but they won't be more popular than football.</i> will / won't be able to <i>The farms will be able to make their own electricity.</i> <i>We won't be able to grow the food we need on the farmland we have.</i>	Life Skills: Critical thinking; self management Values: Cooperation of science and scientists; curiosity Issues: Technological awareness of science and scientists
Review D Revision of Units 10–12		Page 64

Our World

Reading: A fact file about natural wonders of Egypt; a project about Wadi al-Hitan; *Black Beauty* by Anna Sewell; an information text about mongooses

Writing: A fact file about a natural wonder; a short article about an animal

Listening: A talk about habitats; a description of a natural wonder; a discussion about a story; conversations asking for clarification

Speaking: Talking about animals, animal habitats and natural wonders; expressing lack of understanding and asking for clarification

Language: The past simple passive with and without by

Life Skills: Respect for diversity in nature

Quiz

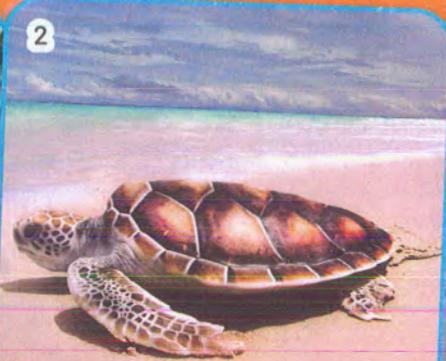


Match the habitats with the animals. Listen and check.

coastal grassland polar rainforest wetland



1 orangutan



2 turtle

Research

How much of Egypt is a desert habitat?

3



polar bears



4 caracal



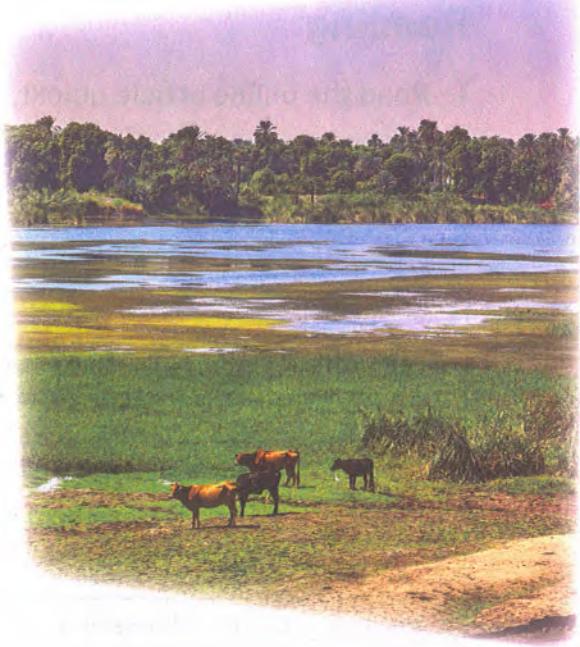
5 frog

Find

Look through the unit. Which animal can sleep standing up and can live in almost any habitat?

Listening

- 1 Listen to a talk about habitats. Which of the habitats from page 2 does the speaker talk about?
- 2 Listen again and answer the questions.
 - 1 Where are coastal habitats found?
They are found along the coast of the sea.
 - 2 Why does the **caracal** like a grassland habitat?
 - 3 Which kind of habitat gets the most rain?
 - 4 Where do more than half of the world's animals live?
 - 5 What kind of habitat is the area around the Nile Delta called?
 - 6 Why do you think that only a few animals can live in polar habitats?



Language

Remember!

Use the verb *am/is/are* + past participle (the present simple passive) when the action is more important than who does it, or when we do not know (or it is not important) who did something.

People **call** warm, wet areas a rainforest. (active) → Warm, wet areas **are called** a rainforest. (passive)

We **know** these areas as polar habitats. (active) → These areas **are known** as polar habitats. (passive)

- 3 Work in pairs. Take turns to be Student A and Student B.

Student A: Describe a habitat for your partner to guess. Try to use the present simple passive.

These habitats are found at the top and the bottom of Earth.
They are covered by ice.

They are polar habitats. Polar bears live there.

Student B: Listen to Student A. Name the habitat and an animal that lives in that habitat.



Reading

1 Read the online article quickly and discuss the questions in pairs.

- 1 How many of these places do you know about?
- 2 Which other natural wonders of Egypt would you add to the list?

Natural wonders of Egypt



Egypt is visited by more than 14 million tourists every year. We have made a list of the natural **wonders** of Egypt that we think visitors should know about.

	1 White Desert National Park	2 Al Nayzak Lake	3 Gebel Elba
Where?	This huge desert starts on the western side of the River Nile and continues into Libya.	This natural lake is a three-hour drive from Hurghada.	This national park is surrounded by grasslands, between the Red Sea coast and the mountains.
What?	It contains five oases , with rocks that the wind has made into strange shapes .	The lake is called the Shooting Star by locals, because it is believed that a piece of a star (a meteorite) fell into it. The lake is cut out of the rock in the shape of an eye and is filled with the bright blue water of the Red Sea.	This national park takes its name from the mountain in the middle of it.
Why is it a 'wonder'?	The colours change at different times of day, and make them beautiful to look at.	It is described by visitors as one of the best places to dive and swim.	It is unusually green and home to many animals and birds. However, as it isn't easy to reach, it isn't visited often. Its location should help to protect the wildlife there.

2 Read the article again and match the fact files with the photos.

3 Read the article again and answer the questions.

- 1 What caused the strange shapes of the rocks in the White Desert National Park? The wind.
- 2 How does the time of day change the appearance of the rocks?
- 3 What do people think fell into Al Nayzak Lake?
- 4 Which kinds of habitats can be found at Gebel Elba?
- 5 Why isn't Gebel Elba visited by more tourists?



Language

4 Rewrite the sentences in the passive with *by*.

1 Many people visit the national park every year.

The national park is visited by many people every year.

2 Every year, turtles lay eggs on the beach.

3 Birds and animals eat some of the turtles' eggs.

4 Volunteers clean the park and beaches.

5 We don't cut down trees.

Listening

5  Listen to Randa and Nihal discussing a natural wonder of Egypt. Why is it a good idea to ask local people to take you to Wadi al-Weshwashy on a day-trip?

6  Listen again and complete the table.

	Wadi al-Weshwashy
Where is it?	
What can you see?	
What can you do there?	

Writing

7 Choose a place that you think should be one of Egypt's natural wonders. Use the fact file in Exercise 6 as a model to write a fact file about it. Also show why it should be a wonder.

Speaking

8 Work in pairs to ask and answer questions about your fact file.

Where is it?

It's near Aswan.

What can you see?



Workbook page 71

Lesson 2

5

The passive with *by*

Use the passive with *by* when you need to focus on the person or thing doing the action.

More than 14 million tourists visit Egypt every year. → Egypt **is visited by** more than 14 million tourists every year.

Locals call the lake 'The Shooting Star'. → The lake **is called** 'The Shooting Star' **by** locals.

Grasslands surround the national park.

→ The national park **is surrounded by** grasslands.

Tourists don't visit Gebel Elba.

→ Gebel Elba **isn't visited**



Life Skills

How do we show respect for nature? Tick.

- I think about how much water I use.
- I don't destroy plants or trees.
- I take nothing from nature – only photos.
- I put litter in the bin.
- I try not to pollute the environment.



Reading

1 Look quickly at the title of Huda's project and the photos. Discuss the questions in pairs.

1 What do you think a fossil is?

2 What fossils of animals do you expect to find in the desert?

2 Read the project and find a sentence to show the following.

1 There are a lot of animal fossils at the Fayum Depression but they are not what you think.

Many ancient fossils are often found here, but the species of animal fossil might surprise you.

2 In 1902, scientists found many whale fossils.

3 Some of the fossils were not damaged and were very long.

4 Wadi al-Hitan is now a famous international place.

5 Not many people go there.

6 Scientists will learn more about the whales in the future.



Fossils of the desert

The Fayum Depression is an area of desert, southwest of Cairo. Many ancient **fossils** are often found here, but the **species** of animal fossil might surprise you: crocodiles, turtles and whales. The most amazing fossils are the whale fossils. At Wadi al-Hitan, 'The Valley of the Whales', hundreds of fossils of ancient whales were found by scientists in 1902. The scientists were surprised to find out that these whales had legs, so they once walked on land.



In 2005, the fossils at Wadi al-Hitan were studied by a team of international scientists. The fossils were **preserved** really well and some of them were 21 metres in **length**. It was discovered that these whales belong to the same family of animals as camels and giraffes.

The fossils are so important that Wadi al-Hitan was called a UNESCO World Heritage Site in 2005. However, it is very **remote**. As a result, it is only visited by about 1,000 people a year.

Today, Egyptian scientists are studying some of the fossils at Mansoura University using some of the latest technology, and they hope to learn more about these amazing whales of the desert.

Vocabulary

3 Complete the sentences with the words in **bold** from the text.

1 In the museum, we saw some **fossils** of animals that lived thousands of years ago.

2 The village is 80km from the nearest city. It is very

3 My grandmother always fruit in a jar with sugar and water.

4 The longest snake in the world is more than six metres in !

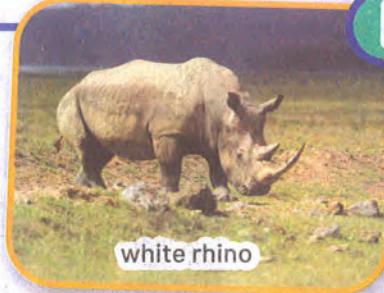
5 Scientists are still discovering new of plants and animals every year.

Speaking

4 Discuss in pairs. What is a depression? Does it have the same weather as the desert? Why?

Language

5 Write these sentences in the past simple passive.



1 Scientists found animal fossils in the Fayum Depression.

Animal fossils were found in the Fayum Depression.

2 A team of scientists studied the fossils at Wadi al-Hitan.

3 About 1000 people visited Wadi al-Hitan last year.

4 Some researchers found whales with legs.

6 Listen and choose the correct answer.

1 A list of the new Seven Wonders **is made** / **was made** in 2007.

2 The city of Petra **named** / **was named** as one of the new Seven Wonders.

3 The Taj Mahal **are built** / **was built** by Shah Jahan.

4 The Great Wall of China **was built** / **built** with rice.

7 Listen again and check your answers.

Speaking

8 Research an important building. Then ask and answer the questions about it in pairs.

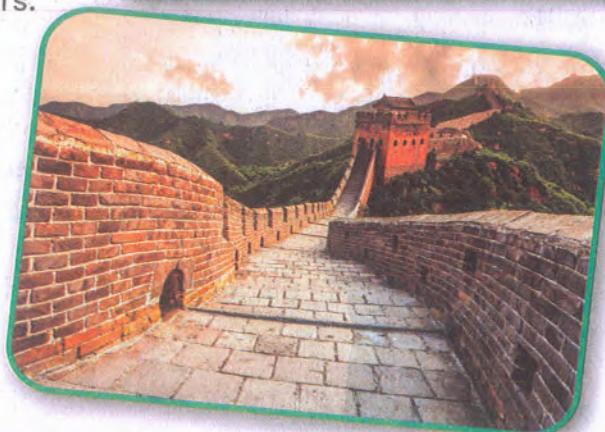
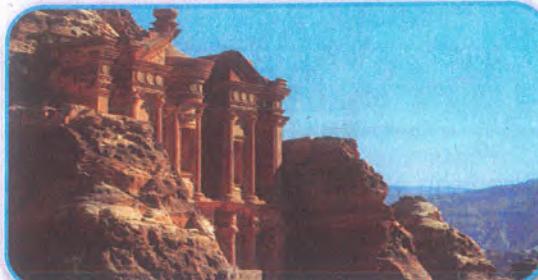
1 When was it built?

2 Who was it built by?

The past simple passive without *by*

Use **was/were + past participle** (the passive simple passive) when a past action is more important than who did it, or when we do not know (or it is not important) who did something.

Scientists **found** hundreds of fossils of ancient whales in 1902. → Hundreds of fossils of ancient whales **were found** in 1902.

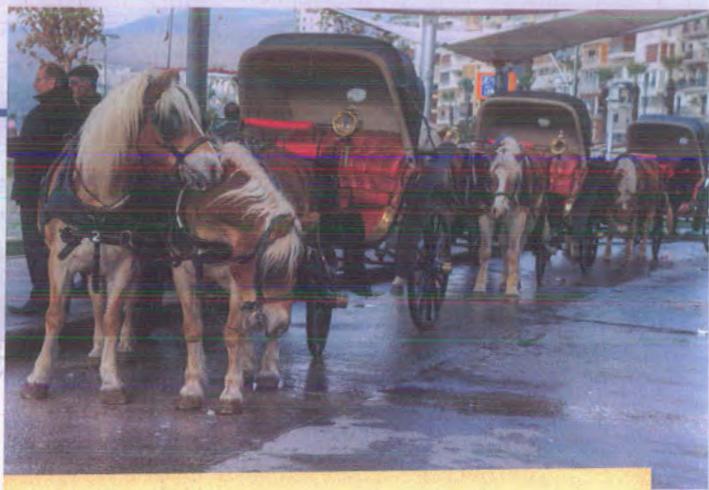


Reading

- 1 Look at the photo of horses and carriages and discuss the questions in pairs.
 - 1 What job do you think the horses do?
 - 2 Do you think the horses enjoy this work? Why?
- 2 Read this part of a story about a horse called Black Beauty by Anna Sewell. What problems did Ginger have?
- 3 Choose the best meaning for the words in bold from the story.
 - 1 carriage: something that people **travel / work / live** in, that is pulled by a horse
 - 2 owner: the owner of an animal is the person who has **bought / seen / used** it
 - 3 stable: a building where a horse **learns what to do / sleeps / works**.
 - 4 treat: if you treat someone well, you **laugh at / are nice to / are unkind to** them
- 4 Read the story again and answer the questions.
 - 1 Why did some of the horses work all night?

The drivers were very poor.

- 2 Why was this a problem during the next winter?
- 3 In what ways was Black Beauty lucky?
- 4 How do we know that Ginger is not very healthy?



Black Beauty

By Anna Sewell

The next winter was very hard for all the horses. The weather was terrible. There was rain every day and it was often windy. Some of the drivers were very poor, so their horses worked all night. Other horses did not have stables. They stayed out all night and got wet and cold. I was lucky because Jerry was a kind owner and I was always put in a warm stable.

One day Jerry and I waited for work next to a park. I watched as an old carriage drove up next to us. It was pulled by a horse who was thin and looked tired. I looked again and saw that it was my old friend, Ginger. She looked terrible.

We talked for a short time. Ginger was very unhappy. She had had many different homes and worked very hard. All her owners were unkind to her and treated her badly.

'You're my only friend,' Ginger told me before her owner drove her away.

I understood that I had a much better life than many other horses.

Speaking

5



Discuss the questions in pairs.

- 1 What do you think will happen next to Ginger?
- 2 What other animals are used to do work for us?
- 3 How should you treat animals that work for us?



Listening

1  Listen to Samir and Taha discussing the story of *Black Beauty*. Choose the correct answers.

- 1 What doesn't Samir understand?
 - a What the word 'personification' means.
 - b What the story is about.
- 2 How does Taha explain it to Samir?
 - a He repeats it.
 - b He gives an example, and tries to say it a different way.

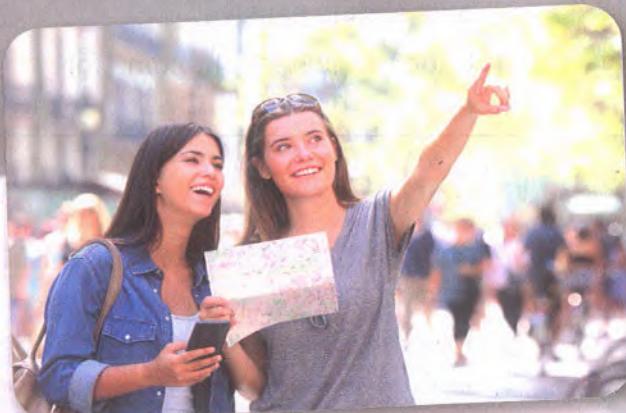


2  Listen again and put the expressions in the order that you hear them.

- a I'm still confused. Could you say that another way?
- b I'm sorry, but I'm not sure what you mean by that.
- c Could you give me an example?
- d When you say ..., do you mean ... ?
- e Ah, I see. I understand that now.

3  Listen to three more conversations and match them with the topics they talk about a-c.

- a Explaining how something works
- b Discussing an opinion
- c Asking for directions



Speaking

4 Work in pairs. Take turns to be Student A and Student B. When you do not understand something, use the expressions from Exercise 2.

Student A: Ask Student B for directions to a place.

How do I get from the school to the supermarket?

Take the second turning, the supermarket is next to the bank.

Student B: Give Student A directions to a place.



Reading

1 Read the article quickly and answer the questions in pairs.

- 1 What is the aim of the text?
- 2 How do the headings help to organise the text?
- 3 How do the labels on the photograph help you?

2 Read the article again.

- 1 What do you call the short, fine hair of an animal?
- 2 What is the aim of the introduction?
- 3 Find examples of the present and the past simple passive.
- 4 Choose a suitable heading for paragraph 4.

Writing

3 Plan a fact file about an Egyptian species of bird or animal.

- 1 Use the internet to research facts about the animal.
- 2 Use the facts to complete the table.

Introduction to species:	
<ul style="list-style-type: none"> • Appearance: • Skills: • Habitat: • Food: • Lifestyle: 	
Useful words for photo labels:	



Introduction

mongoose

There are about 30 different species of mongooses in the world.

Appearance

A mongoose has a long body, with short legs and a long tail. Their bodies are covered by thick **fur**.

Skills

Mongooses can see and hear very well, which helps them to find food and avoid danger. Mongooses are famous for fighting snakes. They are able to kill snakes by biting them.

Habitat

The mongoose is found in Africa, Asia and parts of Europe. It lives in forests, wetlands or grasslands, under the ground or rocks. In the 1800s, mongooses were taken to live in several islands in Hawaii and the Caribbean to control the rat **populations** there. However, they are **endangered**, mainly because of **deforestation** and loss of habitat.

Mongooses eat small animals such as rats, birds, frogs and lizards, and also seeds, eggs and nuts.

Lifestyle

Mongooses are **active** during the day and sleep at night. Although some live alone, many live in large groups of up to 50, where each one has a role to play: some hunt and others look after the young. They can live for up to ten years in the wild.

4 Write a paragraph giving information about the species of animal or bird you researched in your notebook.

- Use examples of the present or past passive
- Include facts, not opinions
- Include labels on pictures or photos to explain new words.

Review

1 Complete the text with the words in the box.

coastal fossils grasslands preserved species wetland

Much of the south of England is a ¹ ... coastal ... habitat next to the sea. Today, sheep and cows enjoy the green ² where they can eat. However, 250 million years ago, part of this coast was very different. It was then a hot, ³ habitat where animals like crocodiles lived in the wet land. We know this because hundreds of ⁴ are often found here. Many of them are very well ⁵ , so scientists can study many ⁶ of animals from long ago.

2 Write the sentences in the past simple passive. Remember to include *by* when necessary.

1 A volcano formed that lake hundreds of years ago.

That lake was formed hundreds of years ago by a volcano.

2 Last year, they built many new homes near the river.

3 Children from local schools planted hundreds of new trees.

4 The sea caused the unusual cave.

3 Correct the verbs in brackets.

1 This school (built) five years ago.

2 These trees (plant) by clever school boys last summer.

3 Who (break) the glass of this window?

4 It is a nice photo; it (take) by my brother two days ago.

5 New roads (build) all over Egypt every year.

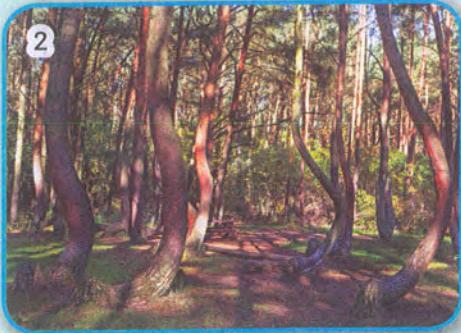
6 When was the Great Wall of China (build)?

7 The Pyramids (visit) by thousands of tourists every month.

8 The high heat (cause) the forest fires last month.

4 Write a short paragraph about an invention. Think about the following.

- Who was it invented by, and when?
- Why was it invented?
- What was or is it used for?



Protecting our planet

Discuss

Match the environmental problems with the photos. Which of these problems do you think is the most serious for our planet? Use your dictionary for difficult words.

air pollution

deforestation

melting ice

warmer seas

rubbish in landfill sites

1



Find

Look through the unit.
Where do you find seagrass?

2



3



4



5



Research

Find out how much of the Amazon rainforest is lost each year.

Reading: An article about climate change; a post about a school project; blogs about a recycling project and weaving; a text about seagrass

Writing: A plan for a recycling project; a speech about how to keep air clean; a short report about a habitat

Listening: A radio report about an environmental problem; a discussion about printer cartridges; identifying word stress; a speech about helping the environment

Speaking: Discussing environmental problems; giving a speech

Language: Verb + to or -ing

Life Skills: Problem solving and decision making

Listening

1 Listen to the radio programme. Which of the environmental problems on page 12 will this project help to stop?

2 Listen again and answer the questions.

- 1 Where is this project happening? In Cairo, Giza and Fayoum.
- 2 How many women volunteers are there?
- 3 What do the volunteers ask the families to do?
- 4 What do the volunteers give the families for their rubbish?
- 5 What will the volunteers do with the rubbish?



Language

Remember!

Use *if/when + present simple + will* to talk about things in the future which we think will probably happen. **If** families **collect** their paper, plastic and metal, we **will pay** them for doing this.



3 Complete the sentences using the words in brackets.

- 1 Our environment will be cleaner (recycle / our rubbish).
Our environment will be cleaner if we recycle our rubbish.
- 2 If our seas become warmer, (coral reefs / die).
- 3 If we burn plastic rubbish, (pollute / the air).
- 4 We'll save water (only take / showers).
- 5 Climate change will get worse (not take / more action now).



Speaking

4 Discuss these questions in small groups.

- 1 Do you think that the recycling project in Giza, Cairo and Fayoum is a good idea? Why?
- 2 What does your family do with waste plastic, paper and metal?
- 3 What will happen if we don't recycle rubbish?



Reading

1 Discuss this question in pairs.

Do you know what causes climate change and what we can do to help stop it?



2 Read the article. What produces a lot of carbon dioxide?

Our planet is getting hotter and our weather is changing. There are more floods, **droughts** and forest fires than at any time in history. One of the reasons for this is **climate change**.

Climate change is caused by **greenhouse gases** such as carbon dioxide. These are made when we burn **fossil fuels** such as oil. Rubbish in **landfill sites** makes a greenhouse gas called **methane**. Deforestation also produces greenhouse gases. Trees **absorb** carbon dioxide from the air. When we cut down trees, the carbon dioxide stays in the air.

If we keep burning fossil fuels, climate change will get worse. So, we need to use cleaner **renewable energy** such as **solar energy** and wind power. We must start recycling more rubbish and stop putting rubbish in landfill sites. If we recycle more paper, we can avoid cutting down our forests. This will help **slow down** climate change.



3 Complete using words from the list.

fossil fuels absorb methane renewable energy solar energy

- 1 the sun gives us this solar energy.
- 2 a greenhouse gas from landfill sites
- 3 oil is one of these
- 4 clean energy from the sun or wind
- 5 to take in a liquid or a gas



- 4 Now write definitions for the other words in **bold** in the article in your notebook. You can use a dictionary.
- 5 Read the article again and complete the sentences.

- 1 Forest fires are increasing because our planet is getting hotter...
- 2 It is bad to put rubbish in landfill sites because
- 3 Trees keep the air clean by
- 4 Climate change will get worse if we
- 5 Solar energy and wind power are types of

Did you know?

About 8% of greenhouse gases come from food that is not eaten. Try not to waste any food!

Speaking

6 Work in pairs. Take turns to ask and answer questions about the text on page 14.

Student A

Why is the planet becoming hotter?
 What gas does rubbish make when it is put in landfill sites?
 How does deforestation cause greenhouse gases?

Student B

What gases do we make when we burn fossil fuels?
 Why is recycling good for the environment?
 Why are trees good for the environment?

Language

7 Complete the sentences with the correct form of the verbs in brackets.

- 1 If we keep burning (burn) fossil fuels, climate change will get worse.
- 2 We need (use) more renewable energy.
- 3 The government plans (plant) a lot of trees along the sides of streets.
- 4 You can choose (recycle) your plastic bottles.
- 5 We can avoid (cut) down the trees by building the road in a different place.

Verb + to or -ing

Use verb + to with verbs such as *need, plan, choose, decide*.

We **need to use** cleaner renewable energy.

Use verb + -ing with verbs such as *keep, avoid, enjoy*.

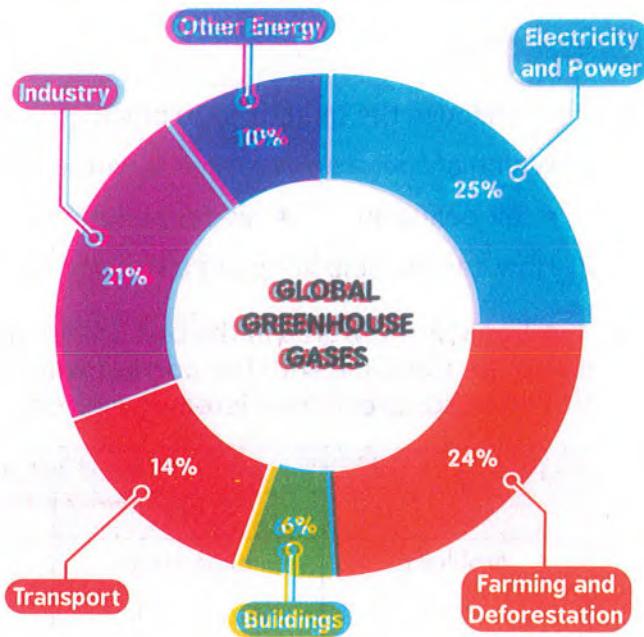
We must **avoid polluting** the environment.

Speaking



8 Work in pairs. Look at the graph and answer the questions.

- 1 What makes the most greenhouse gases?
- 2 What makes the least greenhouse gases?
- 3 Does farming and deforestation make more or less greenhouse gases than electricity and power?
- 4 Is there anything we could avoid doing that would help the environment?

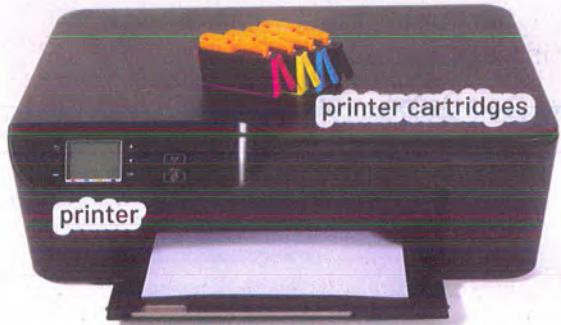




Listening

1 Listen to Dalida and Sherifa talking then choose the correct answer.

- 1 What is wrong with the printer?
 - a It is broken.
 - b It isn't connected to the computer.
 - c It needs a new printer cartridge.
- 2 What does Dalida usually do with the old printer **cartridges**?
 - a She uses them again.
 - b She throws them away.
 - c She sends them to someone.



2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The printer isn't broken. T.....
- 2 There isn't a new printer cartridge for the printer.
- 3 **Ink** from printer cartridges can get into the sea and kill fish.
- 4 Sherifa doesn't know how to recycle the printer cartridge.
- 5 Dalida and Sherifa want to start a recycling project at school.



Speaking

3 Discuss the questions in small groups.

- 1 Which of these do you think is worse for the environment? Why?
 - air pollution
 - water pollution
 - rubbish in landfill sites
- 2 How can we help keep our air, water and land clean?
- 4 Look at the words in the box. Listen again and complete the table with the correct word stresses. Not all words are in the Listening exercise.

Two syllables	Three syllables	
o o	o o o	o o o
problem	expensive	family

cartridge
expensive family
horrible plastic
printer problem
recycle terrible



Reading

5 Read Dalida and Sherifa's social media post. What have they asked their teachers to do?

Our School recycling project!

The problem

Five classrooms in our school have a computer and a printer. At the moment, we throw away the printer **cartridges** with the school rubbish. But the **ink** inside printer cartridges is very bad for the environment. So we want to start a school recycling project.

What we are going to do

We have asked our head teacher, Mr Hamdi, if we can start a recycling project, and he said yes. He will let us put a recycling box in the classrooms with printers. We have written emails to all our teachers. We have asked them to put the old printer cartridges in the recycling boxes.

How you can help us

We will take the recycling boxes to the recycling centre every month. But we need volunteers to help us. If you would like to be a volunteer, please write your name and email below.

Thank you.
Dalida and Sherifa

6 Read the social media post again and answer the questions.

- 1 What do Dalida and Sherifa want to start? A school recycling project.
- 2 Why do they want to recycle printer cartridges?
- 3 Where are they going to put the recycling boxes?
- 4 What did Mr Hamdi say when they asked him about the project?
.....
- 5 What do they want volunteers to do?



Writing

7 Write a plan for a recycling project that you could start at your school. Choose one of the topics in the box and answer the questions.

Recycling project
plastic water bottles
paper, newspapers and magazines
glass bottles
old mobile phones
old computers

- 1 What is the problem?
- 2 What are you going to do?
- 3 Do you need to ask your teachers for help?
- 4 Do you need some volunteers? What do you want them to do?





Reading

1 Read the blog about the Reform Studio in Cairo. What is made there?

HASSAN'S BLOG

Weaving is an Egyptian tradition, but there aren't many **traditional weavers** in Egypt today. So I was surprised to see three weavers working on traditional **looms** when I visited the Reform Studio in Cairo.

When Mariam Hazem and Hend Riad were students at university, they wanted to do something about plastic rubbish. They found a way

of making old plastic bags into long **threads**, which they could make into **fabric** on a traditional loom. Then they used the plastic fabric to make colourful bags, chairs and small carpets.

Today their bags, chairs and carpets are sold in shops in Cairo and London. This is a fantastic project because it is great for the environment and great for one of our Egyptian traditions!



2 Look at the words in red. Use a dictionary to check the meanings. Then write them in your notebook.

3 Read the blog again and match to make sentences.

1 <input checked="" type="checkbox"/> d	There aren't many	a are made into fabric on looms.
2 <input type="checkbox"/>	Mariam and Hend wanted	b and small carpets from the plastic fabric.
3 <input type="checkbox"/>	They found a way of	c to do something about plastic waste.
4 <input type="checkbox"/>	The long threads	d traditional weavers in Egypt today.
5 <input type="checkbox"/>	They made chairs, bags	e making thread from plastic bags.

Speaking

4 Discuss the questions in small groups.

- 1 What could you recycle by making it into something else?
- 2 How would this help the environment?

Life Skills

We can all do something to help the environment. If you know of a problem, decide what you can do about it. Do some research and think of different solutions. Don't be afraid to ask for help. Make a plan before you begin.

Listening

1 Listen to Ziad's speech. What is it about?

2 Listen to the speech again. Tick the expressions that Ziad uses.

1 Today, I'm going to talk about ...

2 I'd like to start by saying ...

3 To begin with ...

4 In the next part of my speech, I'd like to ...

5 To conclude ...

6 I'd like to finish by saying ...



3 Listen again and choose the correct answer that you hear.

1 We should all
 a plant more trees
 b use less energy

2 Remember to turn off the lights
 a at night
 b when you leave a room

3 Use washing up water
 a to wash the car
 b to water your plants

4 Buy a glass water bottle
 a to take to school
 b so that you can reuse it

5 We need to understand that
 a the environment is our home
 b everyone can help the environment



Writing

4 Write a speech about how to keep our air clean and how to stop air pollution. Use the following tips to help you.

- Use the expressions in Exercise 2 to order and present your material.
- First, introduce your speech.
- Choose two or three subjects to talk about, e.g. transport, industry, etc.
- Describe two or three solutions for each subject.
- Finish by writing a conclusion.

Speaking

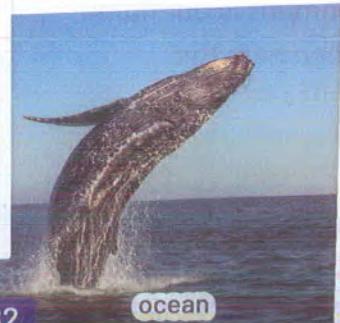
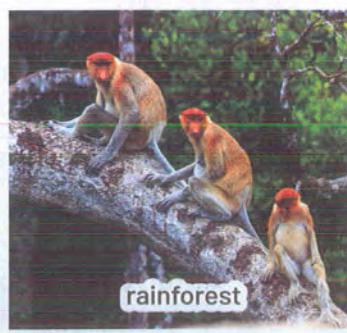
5 Work in groups. Take turns to read your speech to your group.

- 1 After you have read your speech, invite members of the group to ask you questions.
- 2 At the end, choose the most interesting speech. Read the speech to the class.

Reading

- Look at the photo of seagrass. Can you think of any reasons why it is important for the environment?
- Read the text and check your answers to Exercise 1.
- Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.
 - Fish and turtles eat seagrass. T.....
 - Seagrass is a dangerous place for baby fish.
 - Seagrass absorbs carbon dioxide from the ocean.
 - Rainforests absorb carbon dioxide more quickly than seagrass.
 - There used to be a lot of seagrass along the UK coast.
 - An environmental project is growing seagrass for the UK.
- Complete the table with the words and expressions in red from the text.

Reasons	Contrast
<i>because</i>	



Seagrass

Seagrass is found in the sea along the coast of many countries. It is food for many sea animals, including turtles. Baby fish and sea animals live in seagrass **because** it is a safe place.

Seagrass helps keep the sea healthy and it can help stop climate change. **This is because** seagrass absorbs 10% of the ocean's carbon dioxide every year. Seagrass absorbs carbon dioxide 35 times faster than rainforests. **That is why** seagrass can help stop climate change.

About 90% of all seagrass has disappeared from the UK's coast in the last 100 years. **However**, there is an environmental project in the UK that is growing new seagrass. When the plants are big enough, divers will plant them along the coast. The plants will still be quite small. **Nevertheless**, they will grow into 20,000 square metres of seagrass.

Writing

- Research one of the habitats in the photos below. Write a short report of about 110 words in three short paragraphs.
- Introduce your habitat and where it is.
- Find three or four interesting facts about your habitat and say why it is important for the environment.
- Give reasons to explain or contrast your facts. Use the expressions in Exercise 4.
- Are there any environmental projects to help protect this habitat?

Review

carbon dioxide fossil fuels
landfill sites Seagrass
renewable energy Global

1 Complete the sentences with the words in the box.

1 Solar energy and wind power are two forms of renewable energy.

2 If you burn they cause air pollution.

3 Trees absorb from the air.

4 Rubbish that isn't recycled is put into

5 grows in the sea along the coast.

6 warming is a serious problem.

buy cut put
recycle start use

2 Complete the sentences with the *to + infinitive* or *-ing* form of these verbs.

1 If we don't avoid cutting down our rainforests, we won't stop climate change.

2 We all need more solar energy.

3 If we keep rubbish in landfill sites, we'll make more methane gases.

4 I decided a water bottle that I can reuse from the shops.

5 Miss Huda wants a recycling project at school.

6 We enjoy our rubbish. It's fun and it helps the environment.

3 Look at the poster. Think about what you have learnt in this unit.
Write some information for each section of the poster, like the example.

HOW TO PROTECT OUR PLANET

RIDE YOUR BIKE

Help stop air pollution.
Ride your bike.



DON'T BUY PLASTIC



SAVE ENERGY



VOLUNTEER



SAVE WATER



RECYCLE



PLANT A TREE



Build a greener world

Discuss

Can you match the sustainable products with the photos? Which of these products do you use?

Look at these great sustainable products.

- a 2 paper shopping bag
- b bamboo cup
- c energy-saving light bulb
- d rechargeable batteries
- e reusable shopping bag

3



1



2



Research

Find out what a carbon footprint is.

4



5

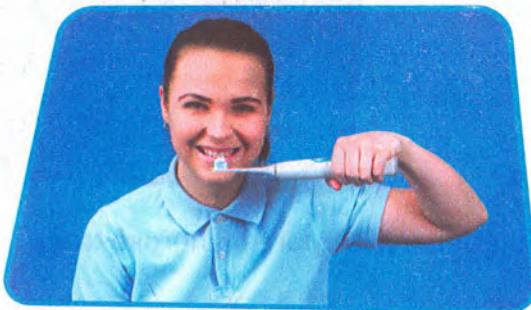


Find

Look through the unit. What kind of project is happening on the Red Sea coast that helps the environment?

Listening

1  Listen to Dalia and Reem. Which of the sustainable products on page 22 do they talk about?



2  Listen again and circle the correct answer.

- 1 Reem wants to use less **paper** / **plastic**.
- 2 Reem uses reusable **water bottles** / **shopping bags** now.
- 3 You **can** / **can't** usually recycle the cups that you get from coffee shops.
- 4 Reem has got a bamboo **toothbrush** / **hairbrush**.
- 5 Dalia and Reem have energy-saving light bulbs at **school** / **home**.
- 6 Dalia **wants** / **doesn't want** to give up her electric toothbrush.

Language

3 Complete the sentences with *used to* or *didn't use to* and the verbs in brackets.

- 1 In the past, people didn't use to use (use) energy-saving light bulbs.
- 2 We (waste) water, but now we try to save water.
- 3 I (have) an electric toothbrush, but now I've got one.
- 4 Mum (get) plastic bags at the supermarket, but now she gets paper ones.
- 5 Dad (turn off) his computer at night, but he does now.

Remember!

Use *used to/didn't use to + infinitive* to talk about a repeated action in the past that has now changed.

We **used to get** all our shopping in plastic bags.

We **didn't use to** use energy-saving light bulbs, but we do now.

Speaking

4  Discuss these questions in small groups.

- 1 What could you stop using or buying that is bad for the environment?
- 2 What other things could you do to live a more a sustainable life?

Reading

1 Discuss these questions in pairs.

- 1 What do you think the photos show?
- 2 Why do you think this is happening?
- 3 How will this affect the people that live there?



2 Read the webpage. Check any new words in a dictionary. Why are mangrove trees unusual?

+
-
Search

ENVIRONMENT
≡

CLIMATE CHANGE

Climate change means that many countries have more floods now because of **rising sea levels**. Most trees and plants can't live in seawater. When seawater comes onto farms, the salt in the water kills the **crops** and farmers can't grow anything for many years. So, people lose their farms and their homes.

However, in hot countries like Egypt, **mangrove trees** grow in the sea along the coast. Mangrove forests protect farms and communities from strong winds and storms.

They provide homes for plants, fish and sea animals. If there were more mangrove trees, there would be fewer floods.

Now in Egypt, people are growing thousands of mangrove **seedlings** to plant along the Red Sea coast. The problems caused by rising sea levels could get worse if they didn't plant new mangrove forests. So, they are going to plant 300,000 seedlings every year. When they grow into mangrove forests, they will protect the coast from rising sea levels.

Vocabulary

3 Complete the sentences with the words in bold from the text.

- 1 **Mangrove trees** grow in seawater along the coast.
- 2 There are more floods in many countries because of
- 3 are small, young plants.
- 4 Rice and vegetables are that we grow on farms.

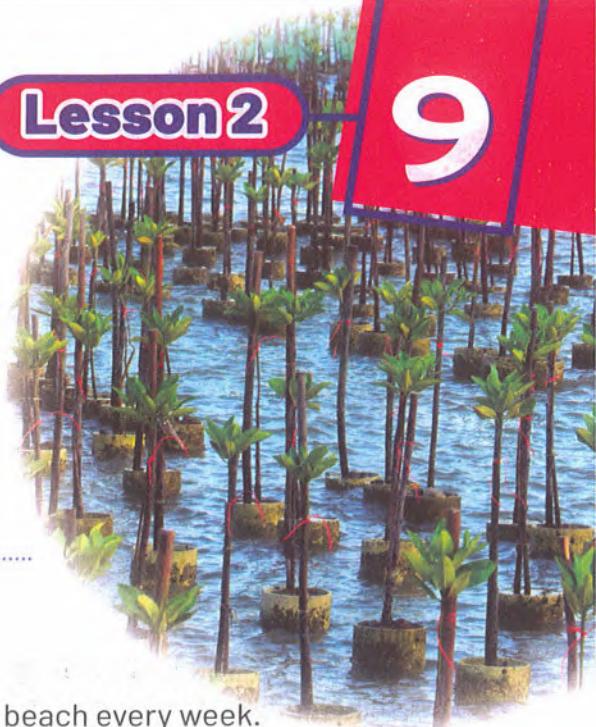


Life Skills

People on the Red Sea coast needed to work together to solve the problems that affect their area. Do you know about an environmental problem that has been solved by people working together to help the community?

4 Read the webpage again and answer the questions.

- 1 What is happening in some countries because there are rising sea levels? There are more floods.
- 2 What happens to farms when seawater comes onto their land?
- 3 Why are mangrove forests important?
- 4 What are they growing in Egypt?
- 5 Do you think we need to plant more mangrove trees near the Mediterranean sea? Why?
- 6 What are the communities going to do every year?



Language

5 Choose the correct answer.

- 1 If we lived in Hurghada, we **will go** / **could go** to the beach every week.
- 2 Those farmers would move to a safer place if there **are** / **were** another flood.
- 3 If we **have** / **had** more time, we would visit our cousins in the village.
- 4 We **are having** / **would have** fewer storms if climate change stopped.

6 Complete the sentences with the correct form of the verbs.

- 1 If they(not cut) so many trees, they(have) bigger forests.
- 2 I(plant) more trees if I(be) in your position.
- 3 The street is very nice. It(be) ugly if we ... (not plant) more trees.
- 4 If she(not love) nature, she ... (not be) an environmental scientist.

The second conditional

Use **If** + past simple + **would** + infinitive (the second conditional) to talk about situations that are possible, but probably won't happen.

If there **were** more mangrove trees, there **would be** fewer floods.

The problems caused by rising sea levels **would get** worse if they **didn't plant** new mangrove forests.

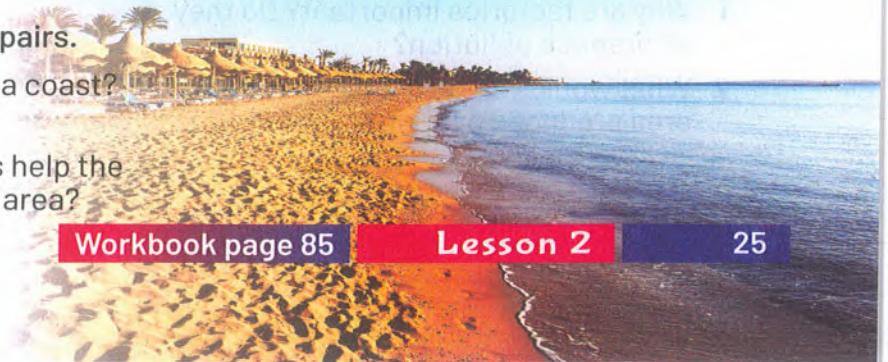
Use the second conditional with **could** to mean 'would perhaps'.

The problems caused by rising sea levels **could get** worse if they **didn't plant** new mangrove forests.

Speaking

7  Discuss these questions in pairs.

- 1 Why do people visit the Red Sea coast?
What do they like to do there?
- 2 How will new mangrove forests help the people who live in and visit the area?



Reading

1 Discuss these questions in pairs.

- 1 Why are factories often built next to rivers or the sea?
- 2 What problems does this sometimes cause?



Vocabulary

2 Look at the words in red. Use a dictionary to check the meaning. Then match them to the words with a similar meaning below.

- 1 make **produce**
- 2 damage something so badly that you cannot repair it
.....
- 3 very big
- 4 say you will do something
- 5 special ability to do something

3 Read the summary of *The Iron Woman* by Ted Hughes and answer the questions.

- 1 How did Lucy feel when she first saw the Iron Woman? **She was surprised and frightened.**
- 2 Why did the Iron Woman visit Lucy?
.....
- 3 Why did the Iron Woman want to destroy the factory?
- 4 What did the workers understand when they became fish?
- 5 How did the workers become people again?

Speaking

4 Discuss these questions in pairs.

- 1 Why are factories important? Do they all produce pollution?
- 2 What would you do if a factory in your area produced a lot of pollution?

The Iron Woman

One day, a girl called Lucy was surprised to see the Iron Woman. She was **enormous**, with big red eyes. Lucy was frightened, but she found that the woman wanted Lucy to help her. Lucy's father worked at a factory and the Iron Woman asked her where the factory was. Pollution from the factory was killing all the fish in the river, so she wanted to **destroy** it.

The Iron Woman had special **powers** so that she was able to make all the factory workers become fish. The workers all had to live in the river and started to understand how difficult life was for the fish.

Lucy wanted to help the Iron Woman, but she was worried about her father. So after the Iron Woman left, Lucy called a boy called Hogarth. He was friends with the Iron Man.

'If you brought the Iron Man here,' said Lucy, 'we could find an answer to the problem.'

The next day, Lucy met Hogarth and the Iron Man at the factory. When the Iron Woman arrived, the Iron Man told her that he had a plan. Soon, the Iron Woman let them become people again. They could stay people if they **promised** that the factory would not **produce** any more pollution. They all agreed, and the river became clean once more.



Listening

5  Listen to a conversation about *The Iron Woman*. Who liked the story more, Dina or Judy?

6  Listen again and choose the correct answers.

- 1 Dina thinks that the message of the Iron Woman is **easy** / **difficult** to understand.
- 2 Judy thought that it was **right** / **wrong** that the Iron Woman wanted to destroy the factory.
- 3 Judy thought that the factory workers **helped to produce** / **did not like** the pollution.
- 4 At the end of the conversation, Dina and Judy **agreed** / **did not agree** that the Iron Man's plan was a good one.
- 5 They think the river became clean because the factory started to use **less** / **renewable** energy.



Language

7 Complete the sentences from the listening

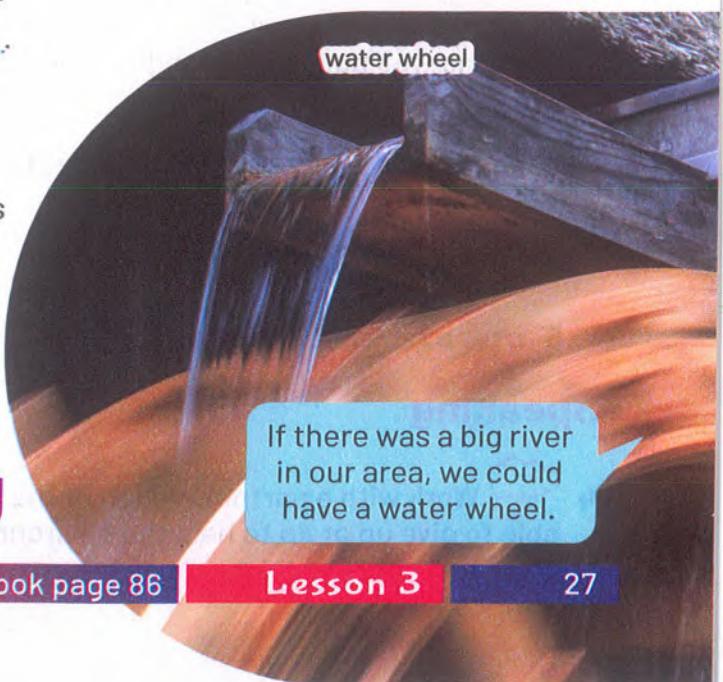
- 1 If we didn't have factories, we wouldn't have so many things to buy in the shops.
- 2 If the workers didn't work at the factory,
- 3 If the factory used renewable energy,
- 4 If the factory didn't produce pollution,

Speaking

8  Read the text and discuss the questions in pairs.

You want to have renewable energy for your community. Which of these would you choose? Why? Think about the weather and the environment in your area.

solar panels water wheels wind turbines



Reading

1 Read the first web post on the webpage and circle the correct answer.

Air conditioning makes the air inside a building **clean / cold**.

2 Read all the web posts. Who hasn't given up anything yet?

What do you do to help the environment?
Have you given up anything?

 We're using the air conditioning less often. In summer when it's very hot, that's difficult, especially at night, but you get used to it. We can't use our computer less often, though, because we need it for work. *Dom and Julia Baldwin, USA*

 I always used to get the newest phone. I've stopped doing that now because it isn't sustainable. Oh, and now I use rechargeable batteries for the TV **remote control** and my computer mouse. *Sawsan, Egypt*

 I live in the country and I need to have a car. I've bought an electric car because it's greener. Also, I always take a reusable bag when I go shopping. *Greta, Australia*

 We're going to give up living in the city because we want to grow our own vegetables and live a simpler life. If we stayed in the city, we wouldn't be able to do that. *Luc and Emile, France*



3 Read the web posts again and write the names.

Who ...

1 has bought a more sustainable form of transport? *Greta*

2 wants to stop living in the city?

3 doesn't want to give up using their computer?

4 has stopped buying new phones?

5 uses a reusable shopping bag?

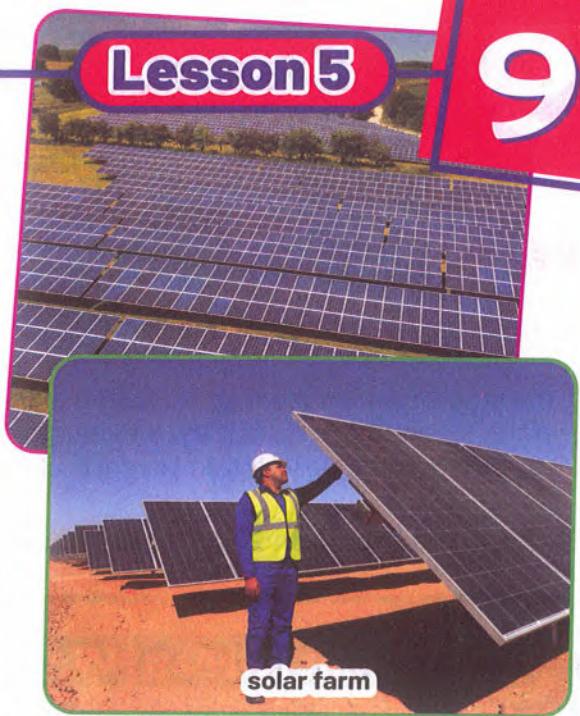
6 is using the air conditioning less often?

Speaking

4  Work with a partner. Which of the things in the web posts would or wouldn't you be able to give up or do to help the environment? Why?

Listening

- 1 Listen to this television interview about a solar farm. Where is it?
- 2 Listen to the interview again. Put these expressions in the order that you hear them.
 - I don't agree that** we should build solar farms in the countryside.
 - I Personally, I think that** solar panels are useful.
 - Don't forget,** the wind turbines produce money for the community.
 - In my opinion,** we need to stop burning fossil fuels.
 - What do you think about** the solar farm, Mr Brown?
 - I totally disagree.** The solar panels don't destroy the countryside.
 - I agree that** we need clean, renewable energy.
- 3 Listen again and complete the table.



Should solar farms be built on farmland?

Yes, because ...

they are useful.

No, because ...

Speaking

4 Discuss this situation in groups.

You hear that there is a plan to build a large solar farm on a park or farmland near to where you live. Decide if you think this is a good or a bad idea, then discuss your opinions using the expressions in red from Exercise 2.

What do you think about the plan?

In my opinion, ...



Remember!

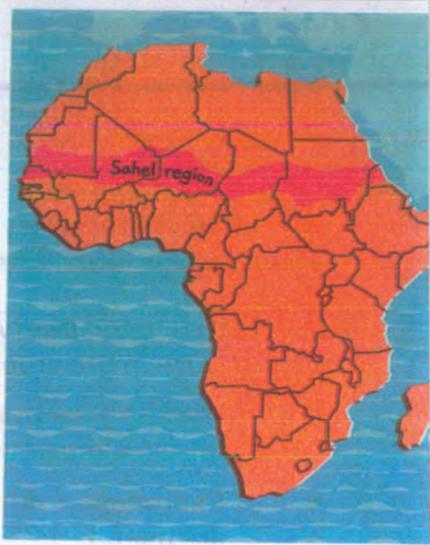
- When you discuss in a group, ask for permission before you speak. Say, *Excuse me. Can I say something?*
- Don't **interrupt**. Let the speaker finish speaking before you ask to speak.



Reading

1 Look at this map of Africa and discuss the question in pairs.

The area shown on the map is called the **Sahel region**. It is south of the Sahara Desert and it used to be quite green, but now it has also become desert. Can you think of any reasons why?



2 Read the report and check your answers to Exercise 1.

The Great Green Wall

This report is about a green initiative in Africa called the Great Green Wall. This initiative was set up in 2007 by the African Union to solve the problem of **desertification** in the Sahel region of Africa.

Desertification happens when green land becomes desert. In the Sahel region, this has happened because climate change is **creating** more droughts every year and people do not always farm the land well. People cannot grow food and they are losing their farms and homes.

The Great Green Wall initiative will plant millions of trees, seedlings and plants across

Africa from west to east, to create a growing, green landscape. When it is finished, the wall will be 8,000 km long. It will be the biggest living thing in the world. It will create jobs for 10 million people. The trees and plants will improve the land for farming again, and people will be able to grow crops.

The Great Green Wall will improve the lives of everyone who lives in the Sahel region. It will also help reduce the problems caused by climate change for the whole world.



3 Read the report again. Complete the sentences with one, two or three words.

- 1 The Great Green Wall initiative is going to solve the problem of **desertification**.
- 2 Climate change is creating more in the Sahel region every year.
- 3 People are losing their and
- 4 The Great Green Wall will plant millions of and
- 5 The initiative will create jobs.
- 6 The initiative will improve the lives of everyone in the

Writing

4 Research a green initiative in Egypt or a country in Africa. Write a report in four short paragraphs in your notebook.

Review

1 Complete the text with the words in the box.

air conditioning bamboo energy-saving light bulbs
initiatives seedlings sustainable

There are many green **1 initiatives** across the world which are helping to protect the environment. There are projects to build solar farms to create green energy. There are projects to plant **2** and trees to give us cleaner air. At home, people are choosing to use rechargeable batteries and **3** Some people are buying more products made of **4** which is **5** and doesn't cause pollution. Some people are even using **6** less often because it uses so much energy. What can you do to help protect the environment?



2 Complete the sentences using the correct form of the verb in brackets

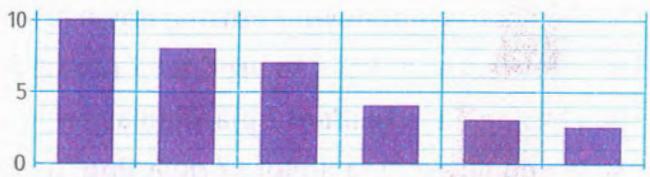
- 1 If we used greener energy, we would produce (produce) less pollution.
- 2 More land (become) desert if there were more droughts.
- 3 Would you buy solar panels for your house if you (have) enough money?
- 4 We would build a solar farm for our community if we (can buy) the land.
- 5 If the school (build) a wind turbine, it could make its own electricity.
- 6 If you wanted to do a green initiative, what it (be)?

3 Work in pairs. Discuss question 6 in Exercise 2. Then compare your ideas with a different pair.

Project

Do a survey. Ask your friends at school what they would or would not do to live a more sustainable life.

- 1 Choose ten students to do your survey on.
- 2 Write a list of eight questions to ask the students, e.g. *Would you give up using air conditioning? Would you start using rechargeable batteries?*
- 3 Ask each student the eight questions and record the answers Yes or No.
- 4 Write up your results in a bar chart. Then write a short description of your results.



Listening

1  Listen and tick the habitats that you hear on the radio programme.

2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

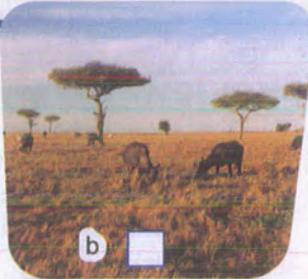
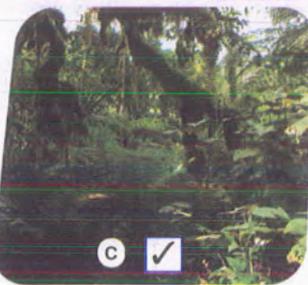
1 About 11,000 square kilometres of Amazon rainforest were destroyed in one year.T.....

2 The trees were cut down to build towns and cities

3 Animals have problems when they lose their habitat.

4 The Serengeti in Africa didn't use to be a nature reserve.

5 Animals that live in a nature reserve are in danger.



Reading

3 Complete the text with the correct form of the verb in brackets.

Speaking

4  Discuss these questions in pairs.

1 Why is burning rainforests bad for the environment?

2 Why is it wrong to destroy rainforests and other habitats?

3 Why do we need to make more nature reserves?

5 Choose the correct words.

1 We need **to cut down** / **cutting down** fewer trees.

2 Many factories keep **to produce** / **producing** greenhouse gases.

3 They decided **to plant** / **planting** a new forest.

4 We could avoid **to pollute** / **polluting** the environment by using solar energy.

5 We could avoid **to put** / **putting** rubbish that we can recycle into landfill sites.

In 2020, a lot of greenhouse gases

¹ **were created** (create) by deforestation in

the Amazon area. Trees ²

(burn) and a lot of carbon dioxide

³ (make) by all the fires.

We could avoid ⁴ (create)

carbon dioxide by not cutting down our forests and burning the trees. We need

⁵ (protect) our rainforests

because they are important habitats for wildlife, plants and trees. The millions of trees keep the air clean for the whole planet. The greenhouse gas methane

⁶ (produce) by the cows that are brought to the area after the rainforest has been destroyed. So it is time to plant more and more trees?

Speaking

1 Read the texts. Who do you agree or disagree with? Discuss your ideas with a partner.



If everyone does one thing to help the environment, it will help a lot. For example, we can all use less paper or turn off the lights when we leave a room. I didn't use to buy rechargeable batteries, but now I do. We can all help.

In my opinion ...

Personally, I think / don't think ...

I agree ... / don't agree that ...



I don't think there's much that young people can do to help the environment. Our parents buy our food and clothes. They do the shopping. If my parents don't want to recycle anything, there's nothing I can do.



Reading

2 Read the blog. What happens to the recycled plastic bottles?

3 Read the blog again and complete the sentences with one, two or three words.

- If all businesses had solar panels on their buildings, they would save money.
- If more communities had a wind turbine, they would have
- If we planted more , we could help the environment.
- Plastic, and can be recycled.
- If we recycled more rubbish, there would be less rubbish in

There are lots of ways we can protect our environment and build a greener world. We need to use cleaner, greener energy. If factories had solar panels on their buildings, they would save money. We need more people to work together to get renewable energy for their communities. If more communities had a wind turbine, they would have cheaper, cleaner energy. We could also help the environment by planting more trees.

What about plastic? Millions of plastic bottles are used every day. When these bottles are recycled, the plastic is used to make clothes, toys, carpets and furniture! Glass and metal can be recycled, too. We don't recycle enough and that's why there's still so much rubbish in landfill sites.

Writing

4 Choose one of the green initiatives you learned about in Unit 9. Write an email to a friend and tell them about it.

- Explain what it is.
- Explain why it is needed.
- Describe how it will help the community.

The mangrove forests project on the Red Sea coast

The wind turbine on the island of Tiree

The Great Green Wall Initiative

To space and back

Quiz

Look at the timeline. Can you match these events to the correct years?

- a 3 The world's first **space station**, Mir, goes into space.
- b Neil Armstrong becomes the first **astronaut** to walk on the moon.
- d The first **telescope** is sent into space.

Research

How do astronauts prepare for trips into space?

Speaking

1  Discuss these questions in pairs.

Which event from the timeline do you think is most important? Why?

Reading: A magazine article about a space scientist; the history of space exploration; a text about satellite technology; the poem *Day*; an informative text about the International Space Station

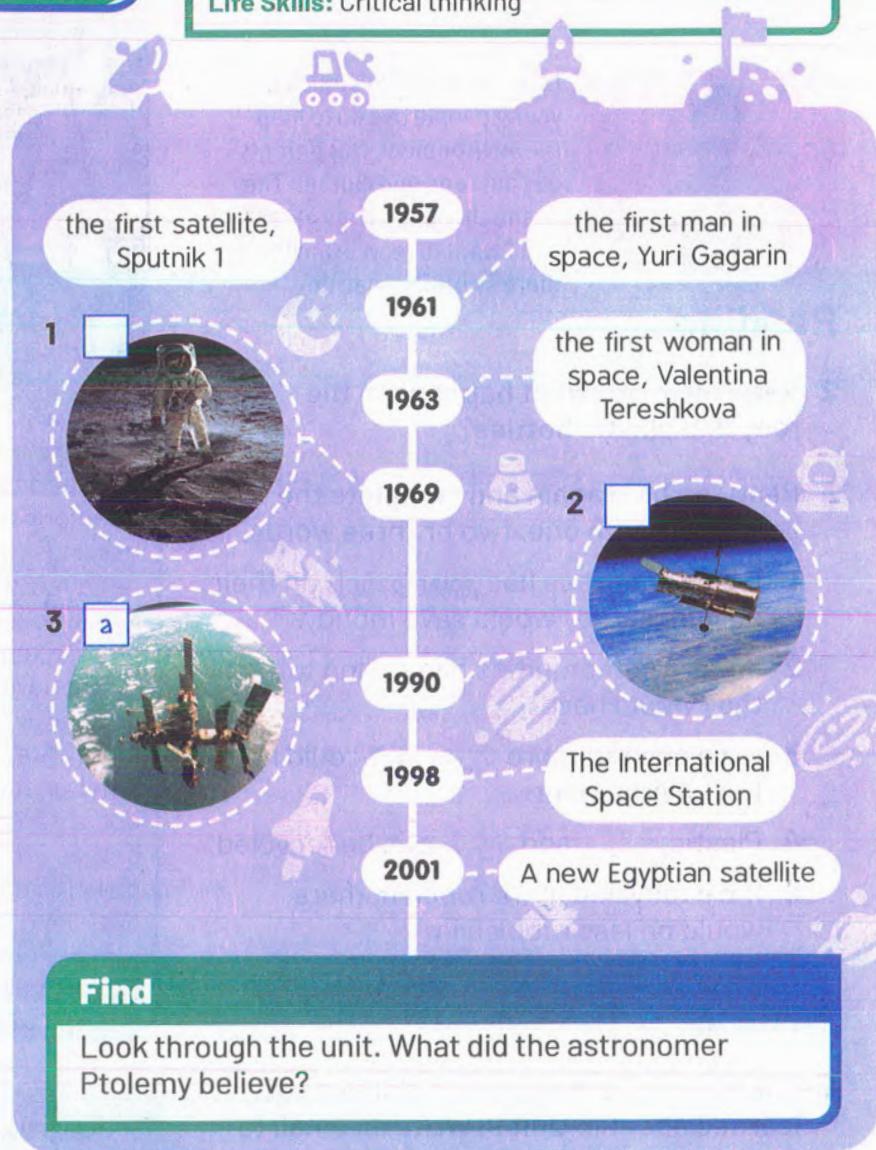
Writing: A paragraph about objects that use space technology; an informative text about a spacecraft

Listening: A quiz about space; a podcast about satellites; a discussion about a famous photo

Speaking: Talking about life experiences; talking about space and satellite technology; saying when events happened

Language: The past perfect

Life Skills: Critical thinking



Reading

- 2 Read the article quickly. Why did Ayman Ragab enter NASA's competition?
- 3 Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 Rubbish can be a problem on space journeys. **T**
 - 2 Ayman won first prize NASA's competition.
 - 3 Ayman found a way to take rubbish off the spacecrafts.
 - 4 He has worked at two universities and has worked for NASA.
 - 5 His work has also helped spacecraft to use less energy in space.

Remember!

Use **have + past participle** (the present perfect) to talk about experiences in the past without giving a specific time.

Ayman Ragab **has** always **been** interested in space science.

Use **has/have been + -ing** (the present perfect continuous) to talk about something that started in the past and is still happening now.

For many years, NASA **has been trying** to understand what it can do with the rubbish that space journeys produce.



Prize-winning Egyptian helps NASA

For many years, NASA has been trying to understand what it can do with the rubbish that space journeys produce. Scientists have been looking for ways to solve the problem of rubbish. Astronauts use a lot of plastic, paper and other waste on their journeys to space. This can be a real problem. So NASA started a competition, asking the world's best scientists to try and find a solution.

Ayman Ragab is an Egyptian scientist who has always been interested in space science. In 2019, he entered NASA's competition and came second. Ayman suggested using jets of air to make the waste smaller and then help to **recycle** it.

Ayman is from the village of al-Dababiya near Luxor and graduated in Engineering from Aswan University. He has worked as a teaching assistant at the same university and now works as a **researcher** for a university in Finland.

Since he won his prize, he has worked on NASA's Technology Transfer Project which looks at how to use the latest technology in space, and he has recently found ways to save energy when there is little **gravity**.

Speaking

- 4 Ask and answer these questions in pairs.

Have you (ever) used a telescope?
tried an unusual sport?
helped to organise a sports event?

reading recently?
What have you been doing at school this week?
dreaming of since you were young?

Have you ever used a telescope?
Yes, I used a telescope on the science trip last year.

Reading

1 Read the article. Match the headings a–e to the paragraphs 1–5.

- a The first telescopes
- b A new idea
- c Modern discoveries
- d The first astronomers
- e Early ideas about the sun and the Earth

2 Read the article again and complete the sentences with these words.

astronomers Earth flooded orbited
solar system sun telescopes

- 1 The Ancient Egyptians used a star called Sirius to find out when the Nile flooded.
- 2 Ptolemy believed the sun the Earth.
- 3 Islamic from 11th–13th centuries thought Ptolemy might be wrong.
- 4 Copernicus showed that the went around the
- 5 In the 17th century, the first were invented.
- 6 Galileo studied the planets in our

Language

The past perfect

Use the past perfect to talk about something that happened before another event in the past.

Before the beginning of the 17th century, astronomers **had** only **studied** space with their own eyes.

He **hadn't published** his ideas until just before he died.

Exploring space – past and present



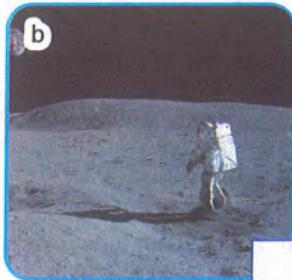
- 1 The stars and the planets have always been important to us. In ancient times, people knew what time of year it was by looking at where the stars were in the sky. The Ancient Egyptians discovered that a star called Sirius appeared in the sky just before the Nile flooded.
- 2 An astronomer from the 2nd century, called Ptolemy, believed that the sun **orbited** the Earth. It was a popular idea that people believed for many centuries. Islamic astronomers in the 11th–13th centuries thought that the idea might be wrong.
- 3 In 1532, the **astronomer** Nicolaus Copernicus showed that the Earth orbited the sun, but he hadn't published his ideas until just before he died. Copernicus hadn't wanted people to know about his ideas while he was alive, because he knew they would be unpopular.
- 4 Before the beginning of the 17th century, astronomers had only studied space with their own eyes. Then, in 1608, the telescope was invented. The Italian astronomer Galileo improved the design. He made the **lenses** stronger so that he could study the planets in our **solar system**.
- 5 The modern age is an exciting time for space discovery. We can see objects that are far away in space and look for life on other planets. What discoveries do you think we will make in the future?

3 Choose the correct answer.

- 1 Astronomers **had studied** / **have studied** space with their eyes before the telescope was invented.
- 2 Students were amazed to know that the ancient Egyptians **had discovered** / **were discovering** a star called Sirius.
- 3 After we **were collected** / **had collected** useful information about the stars, we did our research.

Listening

4 Listen to the conversation about a quiz and number the photos in the order that you hear them.



5 Listen to the quiz again and choose the correct answers.

Space discovery quiz

1 When did people first discover the planets in our solar system?
 A about 2,000 years ago
 B about 400 years ago

2 When did people discover that the Earth was round?
 A in the 6th century
 B in the 15th century

3 Who invented the telescope?
 A Galileo
 B Hans Lippershey

4 How many people had walked on the moon by the end of the 20th century?
 A 2 B 12

Speaking

6 In pairs, make sentences using the past simple and the past perfect. Then say True or False.

1 People **not** know / about stars / until scientists use telescopes.

2 Hans Lippershey / invent / telescope / people know/ much about planets.

3 People / believe / Ptolemy's ideas / for centuries / after / die.

4 People / share/ ideas of Copernicus / before / die.

People didn't know much about stars until scientists had used telescopes.

True!



Life Skills

We can learn from the work of people from the past.

1 How does the work of astronomers in the past help us to understand space today?

2 Where can we go to learn more about their discoveries?



Workbook page 94

Lesson 2

37



Reading

1 Look at the diagram and answer the questions.

1 What sends the signals?

2 What receives them?

2 Read the article quickly. Which of the things that the article describes do you use?

3 Read the article again and complete the sentences.

1 GPS uses a system of satellites to send messages.

2 The photos that weather satellites send show how

3 If you have satellite TV, the signal goes into a small receiver on

4 Satellites send signals to the internet in some

5 Satellite phones are useful in places from cities.

4 Answer the questions.

1 How did people find their way around before satellites were invented? They used maps.

2 How does satellite TV work?

3 Why is satellite technology useful for weather reports?

4 Give two examples of places where satellite phones are useful.

Speaking

5 Work in pairs. How have you used satellite technology this week?

We couldn't live without ... satellite technology

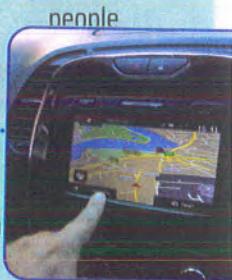
satellite receivers

signal

satellite

Since the late 20th century, we have used satellite technology for many of the things we do every day. Our lives would be very different without it. Here are some of the things that we use satellites for.

GPS – Before satellites were invented, people had always used maps to find their way. Now, most people use GPS, **which uses a system of satellites that work together**. These send signals to receivers on Earth, which work out where you are. We have GPS in cars, on phones and even in some modern motorbike **helmets**!



Weather reports – Satellites allow us to study the weather all around the world. They send photos of the Earth from space. When these are put together, they show how clouds and storms are moving.

TV and the internet – Lots of people have satellite TV so that they can watch their favourite shows and sports matches. The signal goes to a receiver on the house. In some areas, satellites send signals to the internet, too.

Mobile phones – Have you ever had problems using your phone because the signal is bad? Satellite phones can work anywhere in the world. They are very useful in places far from cities, such as on mountains or in deserts.



I checked the weather this morning and I watched my favourite show on satellite TV last night.

Listening

6 What space technology do you think these objects use? Match the descriptions with the photos.



1 b a special type of **lens**
 2 small bags of air
 3 a new, strong, clear material
 4 a new type of **sensor**
 5 **wireless** technology

7 Listen to the podcast and check your answers to Exercise 6.

8 Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 The idea of bags of air in modern trainers came from the design of space boots.
 F. It came from space helmets.

2 Neil Armstrong used wireless headphones when he walked on the moon.

3 It isn't possible for astronauts to take good photos in space.

4 Scientists used an idea from nature to help them protect astronauts' eyes.

5 The Ancient Egyptians made braces from the inside of sheep.

9 Circle the correct information for the trainers and the mobile phone camera.

Object	What technology is used?	When was it invented?	What was it used for in space?
trainers	¹ air bags / clear material	² 1960s / 1970s	to make astronauts' helmets ³ lighter / more comfortable
mobile phone camera	⁴ lens / sensor	⁵ 1970 / 1990	to use less ⁶ plastic / energy

10 Choose one of the other objects from the podcast. Listen again and take notes.

Object	What technology is used?	When was it invented?	What was it used for in space?

Writing

11 Write a paragraph to describe the object you chose in Exercise 10. Use your notes.

Most trainers today have small air bags inside them. The technology was invented in...

Reading

1 Read the poem and look at the pictures. What do you think the poem says about the day?

2 Listen to and read the poem. Check your answers to Exercise 1.

Day

'I am busy,' said the sea.
 'I am busy. Think of me
 making **continents** to be.
 I am busy,' said the sea.

'I am busy,' said the rain.
 'When I fall it's not **in vain**;
 Wait and you will see the **grain**.
 I am busy,' said the rain.

'I am busy,' said the air,
 'Blowing here and blowing there,
 Up and down and everywhere.
 I am busy,' said the air.

'I am busy,' said the sun.
 'All my planets, every one,
 Know my work is never done.
 I am busy,' said the sun.

Sea and rain and air and sun,
 Here's a **fellow toiler** – one,
 Whose task will soon be done.

This poem was written by Sir Cecil Spring-Rice, a British diplomat born on February 27, 1859.

3 Look at the words in bold. Use your dictionary to help you. Which words describe the following?

- 1 someone who is working hard **toiler**
- 2 unsuccessful or useless
- 3 **africa**, and **Asia** are
- 4 a seed or seeds from a plant such as wheat
- 5 another word for a man is a



4 Read the poem again and answer the questions.

- 1 What helps the grain to grow?
- 2 Why is the sea busy?
- 3 What other words rhyme with rain?



Discuss these questions in pairs.

- 1 Why do you think the poet repeats the words 'I am busy'?
- 2 How many continents can you name?
- 3 Do you like the poem? Why?

Listening



1 Lina and Injy are at a photo exhibition. What do you think they are talking about?

2 Listen to Lina and Injy talking to a guide and check your ideas to Exercise 1.

3 Listen again and put the events in the correct order.

- a Russia and the USA made maps of space.
- b Zond 3 took some clearer photos of the far side of the moon.
- c The USA sent spacecrafts to orbit the moon and take photos.
- d Luna 3 orbited the moon and took the first photos of the far side.
- e Chinese spacecraft successfully landed on the far side of the moon.
- f The first photographs of the far side of the moon appeared in newspapers.

4 Listen one more time and choose the correct answer.

- 1 No one had seen a photo of the far side of the moon **before / when** 1959.
- 2 **A long time after / As soon as** Luna 3 had taken photos of the far side of the moon, they appeared in newspapers.
- 3 The USA began making maps of the moon **before / at the same time as** Russia did.
- 4 The astronaut took photos of the far side **as / soon after** they orbited the moon.
- 5 A Chinese spacecraft successfully landed on the moon **a long time after / as** the NASA spacecraft broke as it landed.

Speaking

5 Work in pairs. Take turns to talk about photos of the Earth.

Use the information below and the expressions from Exercise 4.

The first photo of the Earth is taken from space.

Astronaut William Anders takes a photo of the Earth from the moon.

A robot space vehicle takes the first photo of the Earth from Mars.

1946

1967

1968

1990

2004

2020

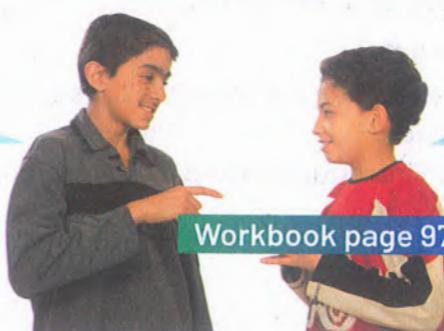
The first colour photo of the Earth is taken.

A robot spacecraft takes the first video of the Earth turning.

A satellite takes a photo of Earth with other planets in the solar system.

The first photo of the Earth was taken from space in 1946.

A long time after that, in 1967, the first colour photo of the Earth was taken.



Reading

1 Read the text quickly. Who can stay on the International Space Station?

2 Read the text again and match the paragraphs 1–4 with the questions.

- a How fast does it travel?
- b What is life like on the space station?
- c What is the International Space Station?
- d When was it built?

3 Read the text again. What do these numbers and dates refer to?

1 27,000 km an hour

This is how fast the space station travels.

2 90 minutes

3 1998

4 2000

5 more than 200

6 19

Writing

4 You are going to write an informative text. First, choose one of the topics below or use your own idea. Research and make notes about it using these ideas.

The Mars Perseverance Rover

The Cassini space probe

The Hubble telescope

The Rosetta space probe

5 Write your informative text in around 110 words.

- Include facts, numbers and dates.
- Make sure that you have researched the topic well. Use different sources of information and list your sources.
- Write in paragraphs, with an introduction and a conclusion.

- What is it?
- When was it made?
- What does it do?
- Useful facts and numbers
- Other information

The International Space Station

- 1 The International Space Station is a huge spacecraft 70 km above the Earth. It's a place where astronauts live and work when they go into space. Most astronauts stay on the Space Station for about six months.
- 2 The Space Station orbits the Earth every day. It travels at 27,000 kilometres an hour. That means that it goes around the Earth every 90 minutes! It's one of the brightest objects in the sky and you can see it without using a telescope.
- 3 Lots of countries worked together to make the Space Station and astronauts from all around the world have stayed on it. The first piece of the Space Station went into space in 1998. Since the first astronauts arrived in 2000, more than 200 astronauts from 19 countries have stayed there.
- 4 Life on the Space Station is different from life on Earth in many ways. In space, washing, sleeping and eating can be difficult! But communication isn't a problem. Astronauts can send emails or make phone calls to their families back home.



Review

1 Complete the sentences with the words in the box.

astronomer orbit signal solar system Space Station telescope

- 1 Someone who studies the stars and planets is called a/an **astronomer**.
- 2 Astronauts can stay on the for a few months.
- 3 A lot of satellites the Earth.
- 4 There are eight planets in our
- 5 We can use a to look more closely at the stars.
- 6 A satellite sends a to a receiver on Earth.

2 Read Hassan's homework. Complete the sentences with the past perfect form of the verbs in brackets.

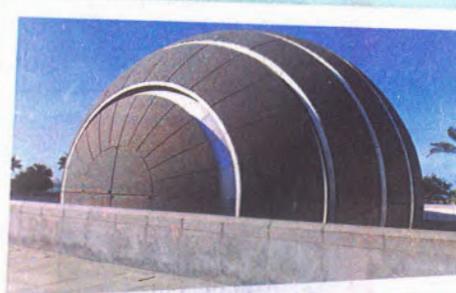
My trip to the planetarium By Hassan El-Sayed

Last year, I went to the planetarium in Alexandria with my cousin, Magdy. I was really excited because I ¹ hadn't been (not be) to a planetarium before. Magdy lives in Alexandria, so he ² (visit) the planetarium a few times with his family.

We saw a really interesting film about Ancient Egypt. We learned about how the Ancient Egyptians ³ (study) the stars to find out when the Nile flooded. They ⁴ even (use) the stars to help them build the pyramids.

After the film, we went to an exhibition about Mars. Did you know a space robot ⁵ (explore) Mars before the end of the 20th century? It landed on Mars in 1997.

We had an amazing time. We were there all morning, but when we left, we ⁶ (not see) everything! I'd like to back there again one day.



3 Play the Space Race game.

- 1 Look back through the unit and write ten questions and answers about space.
- 2 Take turns to ask and answer the questions. If you get the answer right, move forward two squares. If you get the answer wrong, don't move.
- 3 The first person to finish is the winner.

Who was the first man on the moon?

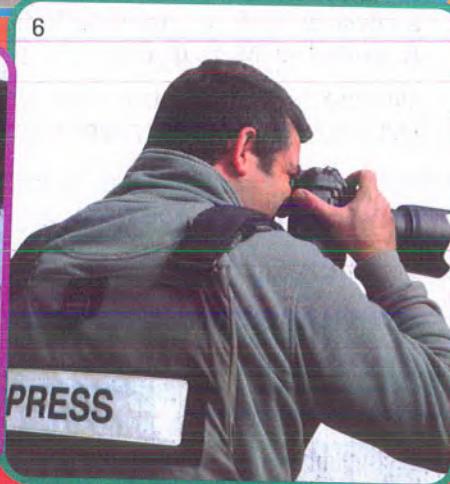
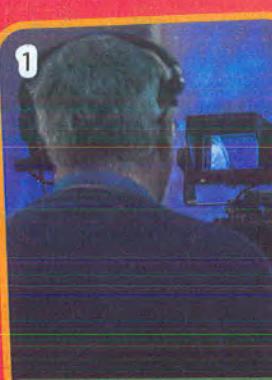


Media now and in the past

Discuss

Can you match these jobs in the media with the photos?

camera operator journalist newsreader
photographer radio presenter web designer



Research

How do most people get news in Egypt? Do they get it from newspapers, news websites or TV news programmes?

Reading: News stories from different sources; a text about the first female broadcaster; an interview about working in the media

Writing: A news report; an email asking about working in the media; a biography about a person in the media

Listening: A discussion about jobs in the media; a radio news report; different opinions about a story in the news; a conversation about a new restaurant

Speaking: Discussing types of news; describing a picture from the news; reporting news

Language: Reported speech

Life Skills: Critical thinking

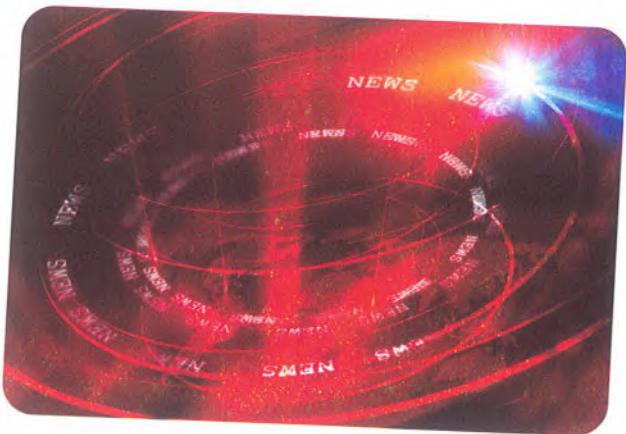
Find

Look through the unit. What did Shaimaa study at university?

Vocabulary

1 Do these people usually work in TV, radio, newspapers or online?
There might be more than one answer.

- 1 journalist TV, radio, newspapers and online
- 2 newsreader
- 3 camera operator
- 4 photographer
- 5 radio presenter
- 6 editor
- 7 web designer



2 Discuss this question in pairs.

Where do you normally get your news from? Why?

Listening

3 Listen to Fatma and Reem.
Which of the jobs from Exercise 1
do they talk about?

4 Listen again. Are these sentences true (T)
or false (F)? Correct the false sentences.

- 1 Fatma wants to study media. T
- 2 Fatma would like to be on TV.
- 3 Fatma would prefer to work in radio rather than for a newspaper.
- 4 Reem thinks that most people will get their news online in the future.
- 5 Reem is designing a website.
- 6 Fatma likes taking photos.



Speaking

5 Ask and answer the questions in groups.

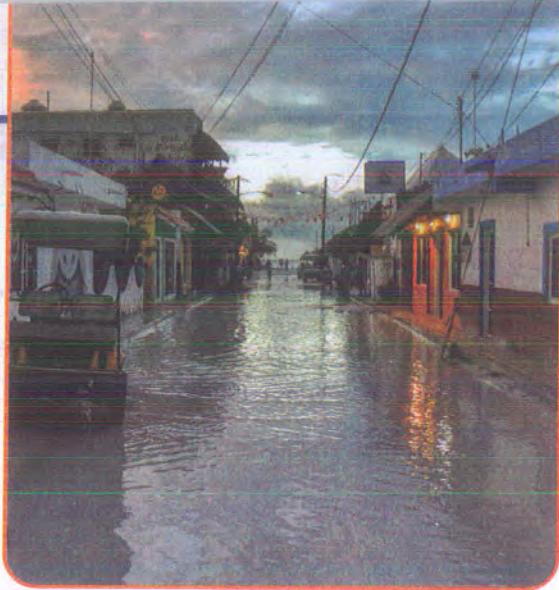
- 1 Would you like to work in the media?
Why?
- 2 Which jobs would you like to do in the media? Why?
- 3 Which jobs wouldn't you like to do in the media? Why?



Reading

1 Discuss this question in pairs.

Look at the photo from a newspaper.
What do you think the story is about?



2 Read the texts quickly and answer the questions.

1 Were your ideas from Exercise 1 correct?

2 Which of the texts below is from:

- a a TV news programme?
- b social media?
- c a newspaper?

Give reasons for your answers.

Wednesday 3rd May

1 c

FLOOD IN CITY CENTRE

Yesterday morning, part of the city centre was under water for more than six hours after a large water **pipe burst**. The road and all the shops in the shopping centre were closed all day.

A local **witness** said: "There was a lot of water in the road and the shops. Some people

were still trying to drive on the road. I saw a man on a new, blue motorbike who was **stuck**. He was really **cross**."

The water has now gone and the road is open. They will replace the pipe today with a new, strong pipe. Some of the shops are still closed while the owners clean their businesses.

2

Newsreader: "Welcome to the lunchtime news. This is Mariam El-Shazly. This morning at around 10 am, a water pipe burst outside the Shabana Supermarket. The road is closed while workers try to fix the pipe. Some of the local shops are flooded and some cars are stuck in the road."

Police Officer: "An old water pipe in the city centre has burst. People are working to fix it as quickly as possible and we hope to open the road soon."

Omar Zaki – Today, 10.30 am

3



WARNING! The street outside the shopping centre is closed! There is water everywhere. A big, old red car is stuck in the middle of the road. DON'T TRY TO GO THERE!



Aa

3 Read the texts again. Answer the questions to complete the table.

Question	Answer	Which text or texts is the information in?
1 What happened?	There was lots of water in the road.	1, 2 and 3
2 Where did it happen?		
3 When did it happen?		
4 Why did it happen?		
5 What problems did it cause?		
6 What will happen next?		

Speaking

4  Discuss the questions in pairs.

- 1 Which of the texts has the most information? Why?
- 2 Which type of media do you trust the most? Why?
- 3 What type of media do you think is most interesting for news? Why?

Language

5 Complete the sentences with the correct form of these verbs.

hit take go
arrive can

There was a bad accident on the road to our school yesterday. A car ¹ hit a big tree, and the driver was injured. We were stuck and ² move. The police ³ quickly and ⁴ the damaged car to the side of the road. Unfortunately, we ⁵ to school late!

Speaking

Was there an accident yesterday?



Yes, there was.

6 Ask and answer questions about the text using the words.

1 there - an accident - yesterday?

Was there an accident yesterday?

Yes, there was.

2 car - hit - child?

?

3 people - move - easily at first?

?

4 police - arrive - quickly?

?

5 police - take away - damaged car?

?

6 go - school - on time?

?



Writing

7 Write a newspaper report about the picture in your notebook.

- 1 Start with: Police are looking for a man who stole
- 2 Say when and where the event happened.
- 3 Say what the police did.

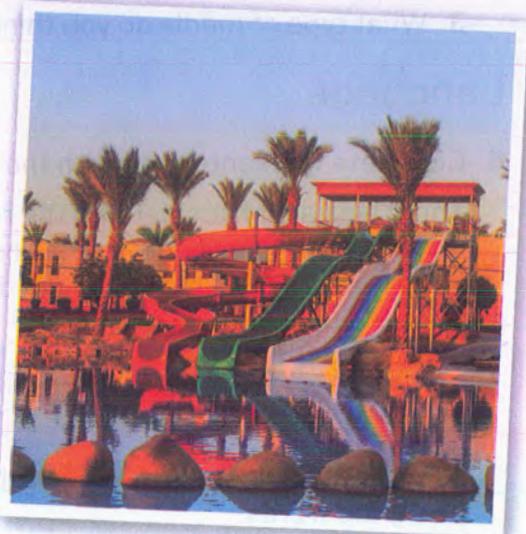
Listening

1 Listen to the radio news report. What is it about? Choose the correct answer.

- a A governor wants to build a new water park.
- b A new water park has opened.
- c A problem at a water park.

2 Listen again and answer the questions.

- 1 Where is the water park? It's in Sharm El Sheikh.
- 2 What is special about the park?
- 3 How many new jobs are there at the park?
- 4 What will they build at the park next year?
- 5 How long did the park take to build?
- 6 Who can go to the park for free?



Language

3 Complete the reported speech.

- 1 "The building is on fire!" said a witness.
- 2 The man said to us, "The football tournament will start tomorrow,".
- 3 "Lots of mobile phones have been stolen this year," the police said.
- 4 "The world is warming because there is climate change," explained the scientist.

A witness said that the building was on fire.

The man told us that the football tournament start the next day.

The police said that lots of mobile phones stolen that year.

The scientist explained that the world because there climate change.

Reported speech

When we report what a person said, use a reporting verb (e.g. *say*, *tell*, *explain*) and change the tense one tense further back. We also need to change demonstratives and adverbs:

today → that day

tomorrow → the next/following day, etc.

"The park **is** the biggest in Egypt." → The governor said that the park **was** the biggest in Egypt.

"There **will be** over 100 new jobs next year." → The owner explained that there **would be** over 100 new jobs next year.

"The park **has taken** over three years to build." → The owner told us that the park **had taken** over three years to build.

Listening

4 Listen to some people talking about what they think about the new water park and answer the questions.

Who ...

- 1 is pleased that they have finished building the water park? Heba
- 2 hopes that the park will bring more tourism to the area?
- 3 likes the water park because he/she has a job there?
- 4 thinks that there are good and bad things about the water park?



5 Can you remember who said these sentences? Write Maged, Heba, Nadia or Kareem. Then listen again to check your answers.

- 1 "It has been noisy!" Heba
- 2 "I think it's great!"
- 3 "I have a shop in the town."
- 4 "More jobs will be a good thing."
- 5 "I'm happy now they've finished."
- 6 "I've got a job working in one of the restaurants."

6 Change the sentences from Exercise 5 into reported speech in your notebook.

1 Heba said that it had been noisy.

Speaking and writing

7 Work in pairs. Choose a topic from the box. Ask your partner what they think about it.

doing sport recycling
studying online tourism in Egypt

What do you think about studying online?

I don't like it because I can't discuss things with my friends.

8 Write down what your partner said. Use reported speech.

I talked about studying online with Medhat...
He told me that he didn't like it because he...
couldn't discuss things with his friends.



The Mother of All Broadcasters

Reading

- 1 Read the article quickly and discuss the questions in pairs.
- 1 What was Safia's most famous programme?
- 2 Why was Safia called 'the mother of all broadcasters'?

- 2  Read the article again. Are these sentences true (T) or false (F). Correct the false ones.

- 1 Egyptian radio broadcasting was the oldest in Africa.
- 2 Safia's father was a radio presenter.
- 3 Safia studied Arabic literature at Cairo University.
- 4 Safia presented programmes for the Egyptian family.
- 5 Safia helped everyone working for the radio.

Speaking

- 3 Discuss these questions in pairs:
- 1 Was radio broadcasting very important in the last century? Why?
- 2 Do you think it is still important? Why?



Egyptian radio broadcasting started in 1934. It was the first broadcast in Africa and in the whole Arab world. Safia el Mohandes was the first **female voice** on the radio.

Safia was born in 1922 in Cairo. Her father was a famous **linguist**. He encouraged Safia to read Arabic books and novels. Safia also studied English literature at the university and **graduated** from the Faculty of Arts in 1945.

In 1947, Safia joined the Egyptian radio, and she was the first female radio **presenter**. Safia presented programmes for women and for children. Her most famous programme, 'Housewives', presented news, educational advice and drama for the whole Egyptian family.

Safia was very kind and helpful to all radio broadcasters. She helped everyone, and so she was called 'the mother of all broadcasters'. Safia was head of the radio broadcasting from 1975 until she **retired** in 1982.



Life Skills

It is important to remember that anyone can write anything on the internet and sometimes there are things that are not true.

- Remember to check information from more than one website.
- Think before you share the information! Are you sure the information is true?

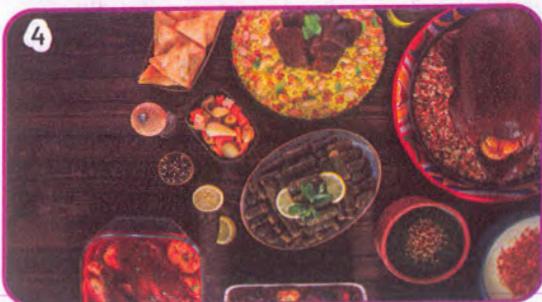


Listening

1 Listen to three teenagers talk about a festival. Tick the two things that they talk about in the photographs.

2 Listen again. Are these sentences true (T) or false (F)? Correct the *false* sentences.

- 1 There's a food festival next year. T
- 2 There is going to be a new restaurant in the Cairo Tower.
- 3 The restaurant will serve traditional food.
- 4 The restaurant will probably be expensive.
- 5 All the friends want to go to the food festival.



3 Listen again. Put the phrases in the order that you hear them.

- Apparently ...
- Have you heard that ...?
- Did you know that ...?
- According to (the newspaper) ...
- I heard that ...

4 Listen again. Tick the phrases that you hear.

Really?

Wow!

I didn't know that.

That's good news.

That's bad news.

Good idea.

Speaking

5 Work in a small group.

- 1 Think of a news story you have heard recently.
- 2 Tell your group about the news story. Use the phrases from Exercise 3.
- 3 Listen to the other people in your group tell you about their news stories. Use the phrases from Exercise 4 to respond to the news.



Video

Workbook page 104

Lesson 5

51



Reading

1 Read the magazine article. What job do you think Shaimaa does?

2 Make questions and then add them to Shaimaa's interview.

What / not / like / about your job?

What don't you like about your job?

How / do / get / your job?

What / be / a normal working day like?

What / skills / need / to do your job?

What / like / about your job?

3  Discuss the questions in pairs.

1 Would you like to do Shaimaa's job?
Why/Why not?

2 What do you think would be the best things about her job?

3 What do you think would be the worst things about her job?

4 What other questions would you like to ask Shaimaa about her job?

Writing

4 Write an email to ask someone about their job in the media.

1 Choose a job in the media. You can use the jobs in Lesson 1 for some ideas.

2 Think of four questions that you would like to know about that job. Write them in your notebook.

3 Write the questions in an email to someone who does that job.



1.

I start my day early. We have a meeting at 8 am and we decide which new stories we will put on the news that day. After that, I normally spend a long time on the internet and talk to people on the phone. Then I go out with a camera operator and we do some **interviews** and I write about what I'm going to say.

2.

I like meeting different people and finding out more about the world and the things that are happening in it. At first, it was exciting to be on the TV, but it is **normal** for me now!

3. What don't you like about your job?

I don't like the long hours and sometimes we **report** on bad news and that can be very difficult.

4.

I studied media and Arabic at university and then I worked for a newspaper for a while. Someone at the newspaper thought that I would be good on TV and told me about a job working in TV news.

5.

I think you have to be interested in the world around you and also like meeting lots of different people. You need to be good at listening and writing.



Review

1 Complete the text with the correct form of the verbs in brackets.

Last week, we ¹ decided (decide) to spend the weekend in Sharm El-sheikh. We ² (take) our friend's car. Unfortunately, the car ³ (break) down. We ⁴ (ask) a mechanic from the nearest village to come as soon as possible. He ⁵ (check) the car well. Then, the mechanic ⁶ (decide) to take the car back to the garage. It was ⁷ (pull) all the way to our city!



2 Read the reported sentences. What did the people say?

1 The newsreader said that a new sports centre was opening this weekend.

"A new sports centre is opening this weekend," said the newsreader.

2 Hassan's mum told me that there would be a lot of rain today.

3 The radio presenter said that there were lots of cars waiting on the road.

4 The journalist said that two people had got lost in the desert.



5 Work in pairs. How many jobs can you remember from this unit? Take it in turns to act a job for your partner to guess.

6 Work in pairs.

Student A: Read news story A. Tell Student B about the story using reported speech and phrases from Lesson 5.



Student B: Read news story B. Tell Student A about the story using reported speech and phrases from Lesson 5.

Apparently, two men who got lost when climbing a mountain have been found.



A NEW NATURE RESERVE

This weekend, a new nature reserve will open on the coast. The reserve will protect many fish, birds and sea animals, including turtles. The nature reserve will be a good place for families to walk and have a picnic. A scientist said, "We hope people will visit to learn more about the environment of our wonderful coast."

B CLIMBERS FOUND!

Two men who got lost when climbing a mountain have been found. The climbers took the wrong path by mistake and then one of them fell and broke his leg. They were on the mountain for four days. A police officer said, "They are tired and hungry but happy to be home."

Into the future

Reading: A text about future technology; a blog about personal goals; an article about future cities in Africa; a text about driverless cars

Writing: A paragraph about personal goals and ambitions; a short report about a future technology

Listening: A conversation about future predictions; a radio programme about learning in the future; students talking about their goals; talking about a city in the future

Speaking: Making predictions; discussing future ability; discussing personal goals; expressing certainty and uncertainty about the future

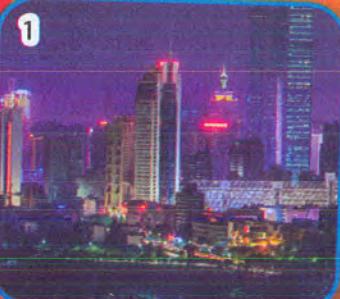
Language: *will / won't be able to*

Life Skills: Critical thinking and self-management

Find the things in the photos. Who can finish first? Check any new words in a dictionary.

3D printer cycle lane electric buses
e-sports players robotics engineer
tall buildings

1



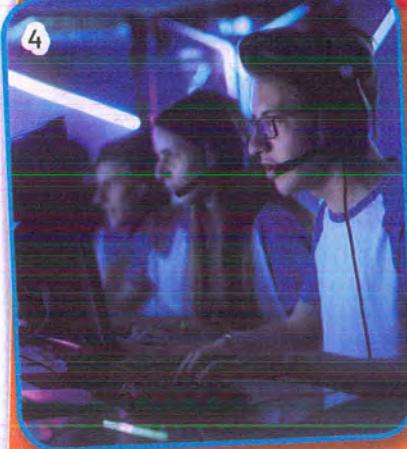
2



3



4



5



6



Research

What will the buildings in our cities be like in the future?

Find

Look through the unit. Where could we see robots in the future?

Listening

1 Listen to the conversations and put the news articles in the correct order.

= a

ALL ENERGY WILL BE RENEWABLE BY 2050

b

JUILIJUJU

WE WILL NEED 50 PERCENT MORE SCIENTISTS BY 2040

c

The transport of the future is ... bikes!

d

E-sports will become more popular than football by 2030!

2 Listen again. Which two articles are about things that the students think will happen?

1

2

Speaking

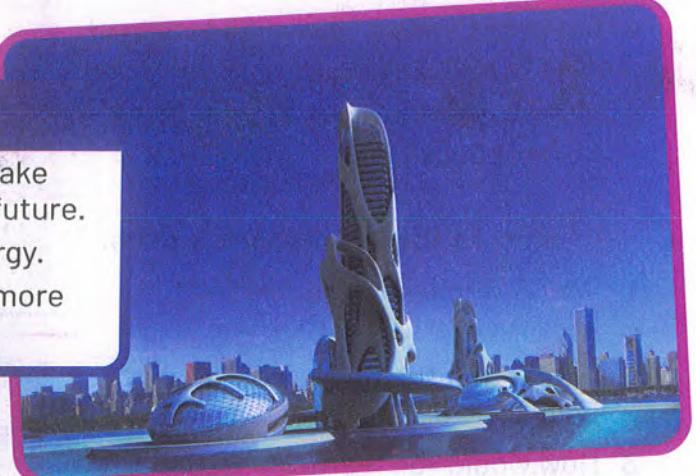
3 Work in pairs. Which predictions from Exercise 1 do you think will happen? Say why.

I think that more people will ride bikes in the future. We won't have as many cars on the road.



Remember!

Use **will/won't + infinitive** without **to** to make predictions with no evidence about the future.
In the future, we **will use** renewable energy.
E-sports are popular, but they **won't be** more popular than football.



Writing

4 Write four predictions for the future using **will/won't**.

By 2100, 95 percent of people will live in tall buildings.



Reading

1 Discuss this question in pairs. Read the article quickly to check your answers.

How do you think the new technology in the photos will help us?

2 Read the article and answer the questions.

- 1 Which type of technology will help people to have more or better food?
Floating farms
- 2 Which type of technology will keep people safe and healthy?
- 3 Which two types of technology will produce electricity?

3 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 There won't be enough land to grow food on it in the future. T
- 2 Floating farms will be able to produce their own electricity.
- 3 With the energy shirt, we'll be able to charge equipment at home as we exercise.
- 4 Robot assistants have already helped people in hospitals.
- 5 Robot assistants help keep hospital workers safe

4  Discuss these questions in pairs.

- 1 Why is farmland disappearing?
Because sea levels are rising.
- 2 What other things can energy shirts help us do or have?
- 3 How would you feel if you were helped by a robot in a hospital?

THE TECHNOLOGY OF TOMORROW

Here are three things that could be part of our lives in the future.

Floating farms

One of the biggest problems we will have in the future is how to **feed** the world. As the population grows and sea levels **rise**, we won't be able to grow the food we need on the farmland we have. One **solution** is to build **floating farms** on the sea. The farms will have solar panels so they will be able to produce their own electricity.



Energy shirts

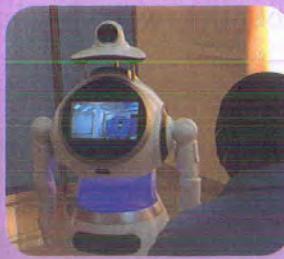
Have you heard of a shirt that can charge your phone? Scientists have made a new fabric that produces electricity as it moves. This means that we'll be able to charge our **devices** as we run or walk outside.



Robot assistants

When we go to hospital in the future, we may see doctors, nurses ... and robots! During the coronavirus pandemic, robot **assistants** worked in hospitals in Rwanda. They checked people's **temperatures**, collected information and even

reminded people to wear masks! More importantly, they helped to keep hospital workers safe.



Language

5 Complete the sentences with *will/won't be able to*.

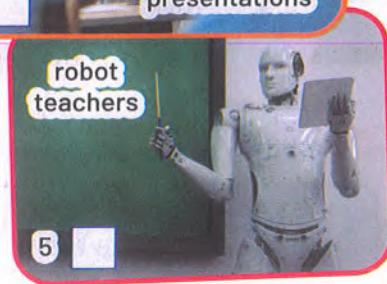
- 1 There will be lots of challenges in the future, but scientists **will be able to** find good solutions to some of them.
- 2 We will have to find new ways to grow food in the future. We grow food in the same way.
- 3 Osama didn't do very well in his exams, so he go to university.
- 4 In future, I think we produce electricity in lots of different ways.
- 5 Nawal hopes that she work as an engineer when she's older.

will/won't be able to

Use *will/won't be able to* to talk about ability in the future. The farms **will be able to** make their own electricity. We **won't be able to** grow the food we need on the farmland we have.

Listening

6 Listen to the radio interview. Tick the things that Dr Leila Hamed thinks we will be able to do or have in schools in the future.



7 Listen again and complete the table.

do our homework anywhere do projects and presentations lose our homework
 make our own designs print very large things visit places from the past
 taste and smell things work with robots

	we will be able to	we won't be able to
online learning	do our homework anywhere
3D printers
virtual reality
in the classroom



Speaking

8 Discuss this question in pairs.

What do you think we will/won't be able to do at school in the future?

I think that we'll be able to make 3D models, but I don't think we'll be able to play games in our lessons.

Listening

1 Discuss this question in pairs.

Look at the list of goals. Which would you like to do? Check any new words in a dictionary.

Goals for the future

- work as a volunteer
- improve my skills
- join a sports team
- meet new people
- do an online course
- get a **professional qualification**
- get an **internship**
- **set up** my own business

2 Listen to four students discussing their goals. Match each speaker to the photos.

Taha

4

Fatma

Khaled

Malak



3 Listen to the students again and complete the sentences.

internship professional protect online course
set up sports team university volunteer

- 1 Taha's dream is to be a **professional** sports person. He's in a local
- 2 Fatma is going to go to After she finishes it, she's going to get a/an
- 3 Khaled is going to do a/an to get some professional qualifications. One day, he would like to his own business.
- 4 Malak would like to help people or help to the environment. She's going to work as a

4 Answer the questions.

- 1 Which jobs does Taha say he doesn't want to do?
He doesn't want to be a **business person** or an **accountant**.
- 2 Why will Fatma have to work very hard?
- 3 Why does Khaled want to get professional qualifications?
- 4 What does Malak think that working as a volunteer will help her to do?

Remember!

Use **be going to** to talk about plans that you have made. When I'm older, **I'm going to** work as a volunteer at weekends.

Reading

5 Read Hussein's blog. Which three things does he want to do in the future?

6 Read again and complete the sentences. Check any new words in a dictionary.

- When he leaves Preparatory school, Hussein wants to go to a technology school.
- Hussein would like to become a robotics engineer because
- Technical schools help students with
- Students at technical schools often work in
- The sports that Hussein likes are
- Hussein wants to work as a volunteer because

7 Read the questions and write answers for Hussein.

- What's your dream job?
My dream job is a robotics engineer.
- What can you do to get your dream job?
- What are your other goals?
- What can you do to achieve them?
.....

Speaking

8 Work in pairs. Ask and answer the questions in Exercise 7 about your goals and ambitions.

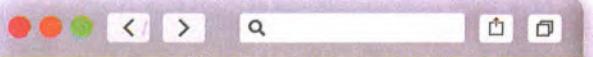
What's your dream job?

My dream is to be a mechanic.

What can you do to get your dream job?

Writing

9 Write a paragraph about your goals and ambitions for the future in your notebook.

My goals for the future

By Hussein

I love maths and science, so when I leave Preparatory school, I'd like to go to a technology school. My dream is to become a robotics engineer. Robotics engineers can create anything from machines for hospitals to robots that go into space.

Technology schools help students with the skills that I will need to work well with this technology, although it won't be easy. You need to pass a test to get into a technical school. Students who are successful often work in factories and businesses to get experience, and often get jobs there when they leave school.

Sport is also a big part of my life. I like playing handball and football, but my favourite sport is running. I'm in a local team and we usually run 10 kilometres per day, but we're going to **train** to run longer **distances**. I'd love to do the Egyptian **marathon** when I'm old enough.

Finally, I want to do something to help other people. When I'm older, I'm going to work as a volunteer at weekends. There is a children's hospital near my apartment. Volunteers go to the hospital to read to the children and play games with them. I think that would be a great thing to do, so I'm going to ask how I can help.

Life Skills

It is important to have goals and ambitions. What goals can you set at home and at school? How can setting goals help you to succeed?



Reading

1 Look at the photos and read the article quickly. Which cities will have the following?

- 1 universities New Administrative Capital
Diamniadio Lake City
- 2 renewable energy
- 3 good public transport
- 4 cycle lanes
- 5 modern houses
- 6 sports stadiums

2 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 There will be twice as many people in Africa in 2050. T
- 2 The New Administrative Capital will have modern transport.
- 3 The New Administrative Capital will have more pollution.
- 4 It won't be possible to travel from Diamniadio Lake City to Dakar by public transport.
- 5 The buildings in Green City Kigali will use renewable energy and water from the rain.
- 6 People won't be able to walk around Green City Kigali very easily.

Speaking

3  Discuss these questions in pairs.

Which of the things in Exercise 1 do you think are most important in a future city? Why?

Our cities of the future

Africa's population is growing quickly. Experts believe that by 2050, there will be twice as many people in Africa as there are today. Many African countries are planning exciting new cities, where people can live, work and study. What will these cities of the future be like?



New Administrative Capital

My country is planning for a new administrative capital in the desert, east of Cairo. The New Administrative Capital is going to have modern universities, offices and hotels. There will be a **monorail** passing through the business **districts**. Electric trains will link the city to other cities around Egypt. The city is designed to work with smart technology. Roofs will be covered in solar panels. The shops will be **cashless**, and they will have more green spaces to walk round in the city. Dalia, 15, Egypt



Diamniadio Lake City

My country is planning an amazing new city: Diamniadio Lake City. It will have modern apartments, offices, hotels, shopping centres and sports stadiums. There will be schools and universities. A new train will connect the new city with our capital city, Dakar, so people will be able to travel between the cities easily. Oumar, 16, Senegal



The Green City Kigali

I live in the capital city of Rwanda, Kigali. It's a beautiful city and a lot of people come here to live. Now, there is a plan to create a new part of the city: Green City Kigali. The buildings will use renewable energy and reuse rainwater. There will be cycle lanes and good public transport, but it will also be easy to walk around the city. I think there will be lots of cities like this in Africa one day.

Alice, 15, Rwanda

Listening

1 Listen to Huda and Amal. Which map matches Huda's ideas?



2 Listen again and number the phrases in the order that you hear them.

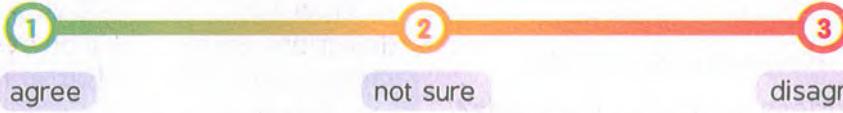
a I don't think so.
 c I'm not sure.
 e Perhaps there will be ...
 g There will definitely be ...

b I'm sure that ...
 d I think that's very likely.
 f There might be ...
 h There will probably be ...

3 Look at the phrases from Exercise 2 again and discuss the questions in pairs.

1 Which are positive and which are negative?
 2 Which phrase shows that you are sure about something in the future?
 3 Which phrases show that you are not sure?

4 Read the sentences below. How strongly do you agree? Use expressions from Exercise 2.



1 There will be more people in the city in 2050. *I'm not sure.*
 2 There will be smart apartments in the centre of the city.
 3 There will be more shops and restaurants.
 4 There will be more tall buildings.
 5 The city will look completely different.
 6 There will be a lot of pollution.

What do you think our city will be like in 2050?

I think there will definitely be more tall buildings.

Speaking

5 What do you think your city will be like in 2050?
 Ask and answer questions in pairs, using the expressions from Exercise 2.



Reading

1 Read the text and match to make sentences. Check any new words in a dictionary.



A technology that will change our lives

1 In future, driverless cars will change all of our lives. We will be able to travel anywhere without touching the **controls** or even looking at the road! Driverless cars will also be better for the environment because they will be electric.

3 So when will we be able to travel in driverless cars? Some experts believe that we will have to wait until 2030 at the earliest. Others think that driverless cars will be here much sooner, but we may still need people at the controls to begin with.

2 However, there are still some problems. Car companies will have to do lots of testing to make sure that the cars are completely safe. We will also have to make new **laws** and we might even have to change some of our road signs so that the cars' computers can read them.

4 It's impossible to know who is correct, but we can be sure of one thing: driverless cars will be part of our future. I'm looking forward to taking my first journey in one.

1 c Driverless cars will be better for the environment

2 To make sure the cars are completely safe,

3 We might have to change some of our road signs

4 Some experts think that

5 People may still need to be at the controls of the car

a driverless cars will be ready in 2030.

b to make sure computers can read them.

c because they will be electric.

d to begin with.

e car companies will have to do a lot of testing.

2 Read the text again. Write the number of the paragraph that answers the questions. Then ask and answer the questions in pairs.

1 3 When will driverless cars be on our roads?

2 How will driverless cars improve our lives?

3 How does the writer feel about driverless cars?

4 What problems do we still need solutions for?

How will driverless cars improve our lives?

Driverless car will be easier and better for the environment.



Writing

3 Choose a future technology that will affect our lives. Research and make notes about it using these ideas.

4 Write a short report of around 100 words about a future technology in your notebook.

- What is it and how will it change our lives?
- What are the possible problems?
- When will the technology be ready?
- How do you feel about the technology?



Review

1 Complete the sentences.

3D printer cycle lanes controls internship reuse robotics engineer

- 1 All cities should have cycle lanes so it is safer to go by bike.
- 2 A/An is useful for printing complex designs.
- 3 A person who designs robots is called a/an
- 4 You can drive a car using the
- 5 Many young people take a/an in a business to learn about the job.
- 6 Don't throw this bottle away, we can it.

2 Read and complete the texts with *will/won't be able to*.

In the future, I think there will be new types of transport so that we ¹ will be able to travel everywhere faster. This means we ² save time and do more things in a day. **Magda**

It's important to help protect the environment, but we ³ get all of our energy from solar farms and wind turbines for many years. We will need to build more of them. We will also need more cycle lanes in cities so people ⁴ travel without using energy at all. **Fares**

I'm sure that in the future, we ⁵ send more spacecraft into space. But the planets in our solar system are too far away for people to travel to, so astronauts ⁶ visit them. **Nasser**

3 Work in pairs. Choose a topic from below. Tell your partner your predictions about the future.

cities our homes the environment

space transport

I think our cities will be bigger, but they won't have as much traffic. We'll be able to walk round them easily.

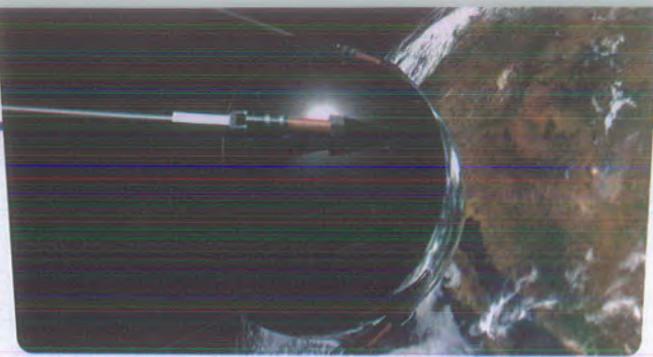
4 Write five predictions about the future using your ideas from Exercise 3.

Project

Design your own city of the future.

- 1 Work in small groups and decide what it is going to have.
- 2 Draw and label a map of the city.
- 3 Write a description.





Listening

1 Listen to the radio programme. What was Sputnik 1 doing as it was orbiting the Earth?

2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 The first satellite was called Sputnik 1 and it was launched in 1967.

F...it...was...launched...in...1957.

2 Sputnik 1 was smaller than a football.

3 It orbited the Earth every 96 minutes.

4 No satellite had orbited the Earth before 1957.

5 The Americans had thought their country would be the first to launch a satellite.

6 Russia has sent over 11,000 satellites into space since 1957.

Speaking

3 Discuss these questions in pairs.

1 What are satellites used for today? Give as many examples as possible.

2 In what ways do satellites affect your life?

3 Do you think there are too many satellites in space? Why/Why not?

Reading

4 Read the newspaper article quickly. How many buildings were damaged in 2018?

5 Read the article again. Complete the sentences in reported speech.

1 Mr Muller said that

he...had...seen...the...water...going...
down...their...big...wide...street.

2 He said that he

3 Mrs Werner said that the

4 She said that that they

5 Mr Wagner said that the weather

6 He said that they

CITY CENTRE FLOODS

Hundreds of people in a city in Germany were surprised to see flood water running through the streets of their neighbourhood last night. Heavy rains flooded this part of the city in less than an hour. Many people had to leave their homes and 15 people were taken to hospital.

Mr Muller, a local businessman, said, "I saw the water going down our big, wide street. I was very frightened." Mrs Werner, who also lives in the neighbourhood, said, "The floods have damaged our beautiful home and our business. We don't know what we'll do." This flood wasn't the only one to hit the area in recent years. In 2018, a flood damaged over 1,000 buildings. Mr Wagner, who owns the local bakery, said, "The weather is getting worse. We've seen floods on the TV, but now we have them here!"



Reading

- 1 Read the blog. Which jobs does the writer think robots will do for us in the future?
- 2 Read the blog again. Complete the sentences with *will* or *won't be able to*.
 - 1 People like you or me will be able to go into space.
 - 2 Robots think for themselves.
 - 3 Robot journalists write sports reviews and newspaper articles.
 - 4 Robot doctors to do everything.
 - 5 We stop robots from being a big part of our lives in the future.

Speaking

- 3 Discuss the blog and anything more you know about robots with a partner. Use some of the expressions below.

Apparently ...

Have you heard / Did you know that ...?

According to the blog ...

I read that ...



I read that robots will do most of our jobs in the future.



In the next ten to 20 years, life will be very different compared to life today. Our cities, the way we study and the way we work will all be different. People like you or me will be able to go into space, but the biggest change will be at work. Soon, robots will be able to do most of the jobs.



Robots can already think for themselves. With the right computer programs, robots journalists will be able to write sports reviews and newspaper articles. Robots will fly our planes and drive our cars. Robot doctors will soon replace human doctors. You will describe your illness to your robot doctor, which will then be able to look at people with the same illness, and choose the best medicine for you. Robot doctors won't be able to do everything. They just have to be better than human doctors. We won't be able to stop robots from being a big part of our lives in the future.



New Administrative Capital

Writing

- 4 Choose one of the new African cities you learned about in Unit 12. Write a short blog about it.

New Administrative Capital Diamniadio Lake City The Green City Kigali

- Say why the new city is needed.
- Describe what the people who live there will be able to do.
- Say why you would like to live there.





Term 2

New Hello!

English for Preparatory Schools

Year Three

Workbook

Matthew Hancock

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Our world

Vocabulary

coastal grassland polar
rainforest wetland

1 Match the descriptions to the following habitats.

- 1 These habitats usually have large green areas and no mountains. grassland
- 2 These habitats have a lot of trees. They are usually very hot and have a lot of rain.
- 3 There is not always rain in these habitats, but there is always a lot of water.
- 4 These habitats are always cold and are often covered by ice.
- 5 These habitats are next to the sea or the ocean. You often find rocks there.

2 Now write definitions for these habitats. Use the definitions in Exercise 1 as a model.

- 1 forest
- 2 mountain
- 3 desert

Language

3 Write these sentences in the present simple passive.

- 1 Ice covers the land in polar habitats.

The land is covered by ice in polar habitats.

- 2 People build many houses in coastal areas.

- 3 We find four important wetlands in Egypt.

- 4 People cut down a lot of our rainforests every year.

- 5 Ice covers large areas of wetlands.



Writing

4 Imagine that you are visiting a habitat for the first time. Write a paragraph of about 110 words in your notebook to describe your visit.

Vocabulary

1 Complete the sentences with these words.

oasis fill protect shape surrounded wonder



- 1 The new hotel on the beach is an interesting **shape**. It looks like a ship!
- 2 Mr Tarek's house is by trees. It is very difficult to see from the road.
- 3 The farmer built a big fence around his fields to his animals.
- 4 Remember to your bottles with water before we go to the desert.
- 5 I think that the internet is a of modern technology.
- 6 Siwa is a very famous in Egypt.

Language

2 Complete the text with the correct passive form of the verb in brackets.

The Kharga Oasis ¹is ..surrounded (surround) by desert, far from the River Nile. It ²..... (visit) by more and more tourists every year. Hundreds of date palm trees ³..... (grow) here. The dates ⁴..... (sell) in many shops in the area. You can also fill your bags with the baskets, shoes and furniture that ⁵..... (also make) from the date palm trees. The Kharga Oasis is one of Egypt's natural wonders!



3 Read the text again and answer the questions.

- 1 What surrounds the Kharga Oasis? **desert**
- 2 Who visits the Kharga Oasis every year?
- 3 Why don't we say who sells the dates in the shops?
- 4 Who do you think makes the bags, shoes and furniture?

4 Choose the correct answer.

- 1 Fewer magazines are **sold/sell** today by newsagents because of the internet.
- 2 Many new cars **make/are made** by robots in factories.
- 3 Our beaches are **visiting/visited** by thousands of tourists each year.
- 4 Children in our school **were painted/painted** these pictures.
- 5 Squash **isn't played/doesn't play** by many students.

Writing

5 Use your fact file from the Student's Book page 5, Exercise 7 to write a paragraph of about 110 words in your notebook about a natural wonder in Egypt. Try to use examples of the present simple passive (with or without *by*).

Vocabulary

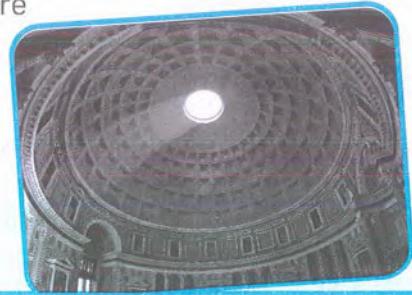
1 Read and match the words with their meanings.

1 <input type="checkbox"/> e	length	a the remains of animals or plants that lived in the past
2 <input type="checkbox"/>	preserved	b the land that is below the area around it
3 <input type="checkbox"/>	remote	c kept safe from being damaged
4 <input type="checkbox"/>	species	d a group of animals or plants of the same kind
5 <input type="checkbox"/>	depression	e how long something is
6 <input type="checkbox"/>	fossil	f very far from somewhere

Language

2 Complete the text with the past simple passive form of these verbs. You will need one present passive, too!

build burn call design take away use



The first Pantheon in Rome ¹..... in around 27 BCE. However, it ²..... down by a fire in around 80 CE. The building that we know today was built by Emperor Hadrian in around 120 CE. It ³..... with the help of a famous Greek builder, who ⁴..... Apollodorus of Damascus. Perhaps the most amazing part of the building is a large hole in the roof. The hole ⁵..... to give the building light. Sometimes, rain falls through the hole, too. However, today, water ⁶..... by special pipes in the floor.

3 Match to make sentences in the past simple passive.

1 <input type="checkbox"/> c	The statue of the Sphinx	a were carried to Giza.
2 <input type="checkbox"/>	We don't know how the stones for the Pyramids	b was designed by Naoum Shebib in 1956.
3 <input type="checkbox"/>	The Qaitbay Citadel in Alexandria	c was made like a lion with a person's head.
4 <input type="checkbox"/>	The Cairo Tower in Egypt's capital	d was built in the same place as the famous lighthouse.



Writing

4 Write a paragraph of about 110 words on the building you researched in the Student's Book page 7, Exercise 8.

Vocabulary

1 Complete the sentences with these words.

carriage owner stable treated

- 1 The farmer keeps his horses in a stable, next to his house.
- 2 In the past, people didn't use to travel by car, they took a horse and carriage.
- 3 My grandmother had six children and treated them all the same. She was always kind.
- 4 Who is the owner of this car? It should not be parked here.

2 Match the words with the same meaning, then find the opposites and circle them.

1 unkind	rainy	cool
2 hard	very bad	kind
3 terrible	cruel	easy
4 warm	difficult	dry
5 wet	quite hot	amazing

Reading

3 Match to make sentences about the story *Black Beauty*.

1 <input checked="" type="checkbox"/> c	Some of the horses' owners were poor	a because he had a kind owner.
2 <input type="checkbox"/>	Many of the horses were cold and wet	b at many different homes.
3 <input type="checkbox"/>	Black Beauty was lucky	c so they had to work at night.
4 <input type="checkbox"/>	Ginger had worked hard	d treated her well.
5 <input type="checkbox"/>	None of Ginger's owners	e because they did not have warm stables

Writing

4 Choose one of these animals and write about how it is used to help people.

buffalo camel dog donkey

- Describe the work that the animal does.
- Say if the work the animal does was different in the past.
- Give some advice about how we should treat the animal.



Language

1 Match to make expressions that ask for or give clarification.

1 <input type="checkbox"/> e	I'm still confused.	a do you mean road?
2 <input type="checkbox"/>	I'm sorry, but I'm	b I understand that now.
3 <input type="checkbox"/>	Could you give	c not sure what you mean by that.
4 <input type="checkbox"/>	When you say street,	d me an example?
5 <input type="checkbox"/>	Ah, I see.	e Could you say that another way?



Reading and listening

2 Read and correct the underlined words.

Hania: The sentence in this poem is a tongue-twister.

Malak: Tongue-twister? I'm sorry, but I'm not ¹able I understand what you mean by that. sure.

Hania: I mean that it is very difficult to say.

Malak: Could you ²put me an example?

Hania: Yes, I'll read it: *She sells sea shells on the sea shore.*

Malak: So when you say it's a tongue-twister, do you ³say the letters in the words are all the same?

Hania: They aren't all the same, but they are hard to read.

Malak: No, I'm ⁴already confused. Could you say that another ⁵point?

Hania: OK. In a tongue-twister, the words are hard to say together quickly.

Malak: Ah, I ⁶know. I understand that now.



3 Now listen and check your answers to Exercise 2.

Writing

4 Write the conversation that you had in the Student's Book page 9, Exercise 4.

- Give directions.
- Include Student B's expressions that ask for or give clarification.

.....
.....
.....
.....
.....
.....
.....
.....

Reading

1 Match the paragraphs in the *Caracals* fact file with the headings in the box.

Appearance Food Habitat Lifestyle Skills

Caracals

1 Appearance

The caracal is a beautiful gold-coloured wild cat with large ears. Caracals are not very big – they grow to about 90 centimetres long.

2

Caracals' large ears help them to hear very well. They also have a lot of fur on their feet, which makes it difficult for other animals to hear them when they are trying to catch them. Caracals can also jump very high and are able to climb trees.

3

Caracals are found in many places in Africa and the Middle East. They live in deserts, but also in grasslands and forests.



4

Caracals catch and eat many animals, including mongooses, birds and rabbits.

5

Caracals are usually active during the night and most live alone. Mother caracals often live in holes that are made by other animals. Caracals usually have between three and six babies (called kittens), who stay with their mother for about ten months. Caracals can live for up to 12 years in the wild.

2 Read the text again and answer the questions.

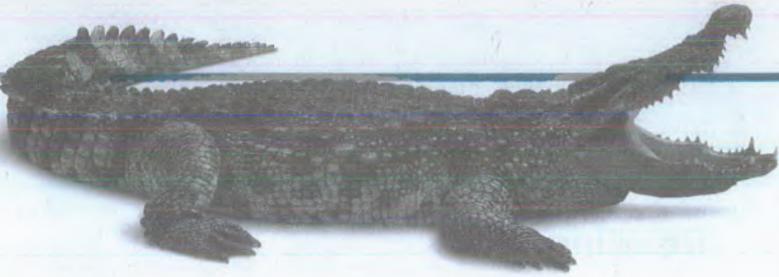
- 1 Why do caracals need large ears? *to help them to hear well*
- 2 Why do they have fur on their feet?
- 3 Why do they jump very high?
- 4 What makes the holes that mother caracals live in?
- 5 How long can caracals live for?

Writing

3 Do some research on another desert animal and write a short article of about 110 words about it in your notebook.

- Use the headings from Exercise 1.
- Try to use examples of the present or past passive.





Review

1 Circle the correct words. Then write an animal that lives in each habitat.

1 A **coastal** / **mountain** habitat is found next to the sea. **turtle**

2 **Grasslands** / **Wetlands** have green areas between deserts and mountains.

3 More than half of the world's animals live in **deserts** / **rainforests**. Millions of trees grow here.

4 Not many animals can live in **polar** / **coastal** habitats. They are covered by ice for much of the year.

5 Animals that live in a **grassland** / **wetland** habitat are able to live in water as well as land.

an English woman farmers
France the postman

2 Complete the sentences with these words.

1 The letter was delivered by **the postman** this morning.

2 Cotton is grown by in the Nile Delta.

3 *The Railway Children* was written by called E. Nesbit in 1905.

4 The football World Cup was won by in 2018.

3 Choose the correct answer.

1 Many fridges ... in Egypt every year.

a make **b are made** c were made d did make

2 My grandfather's house ... in around 1850.

a build b is built c was built d built

3 Thousands of fish ... from the Mediterranean Sea every day.

a are catch b caught c were caught d are caught

4 When I was ill last month, I ... to a hospital in Cairo, but I am well now.

a took b taken c was taken d am taken

5 Huda's parents ... in a small village.

a were live b living c are lived d live

4 Answer the questions.

1 Which buildings were built near your home last year?

2 Where were you taught when you were eight?

3 What animals are found near to where you live?

4 Which places are visited by many tourists?



Protecting our planet

Vocabulary

1 Read the definitions of environmental problems and find the words in the word search.

- 1 damage caused to the air by chemicals and waste
- 2 a place where people leave rubbish on the land
- 3 a problem in the Arctic and Antarctic because of global warming
- 4 when all the trees in an area are cut down
- 5 something that can kill coral reefs

a	i	r	p	o	l	l	u	t	i	o	n	n
b	v	a	e	q	n	a	p	i	p	o	z	x
f	e	r	g	u	q	n	y	n	m	q	p	e
u	b	r	y	e	q	d	b	w	y	u	l	k
y	a	a	y	o	p	f	e	u	o	p	o	o
b	n	m	e	l	t	i	n	g	i	c	e	y
u	u	o	w	c	u	l	u	o	p	w	b	b
j	k	l	w	u	o	l	w	b	n	n	o	i
d	e	f	o	r	e	s	t	a	t	i	o	n
u	m	m	i	o	s	i	d	y	p	m	w	i
h	w	u	t	s	s	t	p	u	o	o	k	k
z	e	w	a	r	m	e	r	s	e	a	s	e

Language

2 Match to make questions.

- 1 What will you do if you don't
- 2 What will happen if I put
- 3 How will Tarek feel if he
- 4 Will Dina speak good English if
- 5 What will I do if I don't

- a goes to bed very late tonight?
- b understand the homework?
- c her parents move to Canada?
- d pass your exams this year?
- e this plastic in the fire?

3 Now answer the questions in Exercise 2 for you.

- 1 I will work much harder next year.....
- 2
- 3
- 4
- 5



Writing

4 Write a paragraph in your notebook about things that you can recycle at school or in your house.

Vocabulary

1 Complete the sentences with these words.

absorb avoid carbon dioxide fossil fuels renewable energy
solar energy Climate



- 1 We have used **fossil fuels** in cars for too long.
- 2 Did you know that some plants pollution from the air?
- 3 Trees are good for us because they breathe in and breathe out oxygen.
- 4 Egypt is usually sunny, so it is a great place to use
- 5 We can all putting rubbish in landfill sites.
- 6 Wind and waves are two fantastic forms of
- 7 change increases when we cut down trees.

Language

2 Choose the correct words.

- 1 What do I need **to buy / buying** from the shops, Mum?
- 2 That bird keeps **to make / making** a loud noise!
- 3 Ahmed has chosen **to study / studying** maths at university.
- 4 You should avoid **to sit / sitting** on that wall because it is dangerous.
- 5 Do you enjoy **to play / playing** the piano?
- 6 My family has decided **to go / going** to Jordan next year.

Reading

3 Complete the blog with these verbs. Which of the topics from the graph on page 15 of the Student's Book is the blog about?

building decide to use to build
leaving

Buildings cause 6% of our greenhouse gases. If we keep ¹ **building** houses in the same way, global warming will continue. I think we should ² to build houses that need ³ less electricity from fossil fuels. We can do this by planning ⁴ houses that use renewable energy. We should also avoid ⁵ all our electrical equipment on when we are not using it!

Writing

4 Choose another topic from the graph. In your notebook, write a paragraph of about 110 words about how we can stop this causing so many greenhouse gases. Think about the following:

- What should we keep or not keep doing?
- What do we need to do?
- What should we start or plan to do?



Vocabulary and listening

1  Complete the table with these words from the unit. Then listen and check your answers.

connected discussion energy family
cartridge volunteer farming history
pollution rubbish transport



Two syllables	Three syllables	
0 o	o o o	0 o o
farming	connected	energy

Language

2 Choose the correct words to complete the blog.

3 Read the blog again and answer the questions.

1 What do mobile phones need to have inside them?
a lot of important materials

2 Why is this a problem when you throw away a phone?

3 According to the writer, why won't we need to buy new phones every few years?
.....

4 What will we be able to avoid doing?
.....

5 Do you agree with the blog? Why?
.....

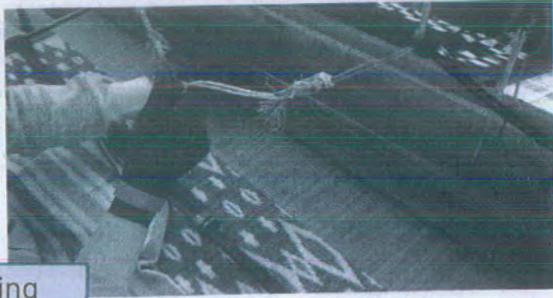


We all enjoy ¹to have / **having** new mobile phones, but what should we do with our old phones? Should we keep ²throwing / **to throw** them away? Remember that it is not easy to make mobile phones. They need ³to have / **having** a lot of important materials inside them. When you throw away a phone, these materials can be very bad for the environment. I think that one day, we will not need ⁴to buy / **buying** a new phone every few years. People will design phones that can use the latest technology, even when it changes. Then, we will avoid ⁵to throw / **throwing** away our old phones. That will be very good for the environment!



Writing

4 Think of something else that we often throw away. Write a plan for recycling this object using ideas from Student's Book Exercise 5.



Vocabulary

1 Complete the text with these words.

fabric loom threads traditional weaver weaving

There are a lot of ¹ **traditional** arts in Egypt. I learned about the traditional art of ² at school today. A ³ uses a machine called a ⁴ This crosses ⁵ under and over each other to make ⁶ Weavers can make very beautiful things.

Reading

2 Read the text about recycling. Are these sentences **true (T)** or **false (F)**?
Correct the false sentences.

1 You can't make things from old leather from factories. F
You can make new handbags.

2 You can use old glass bottles to make new clothes.

3 A plastic football field was used in the 2018 World Cup. T

4 Jewellery made from old glass bottles is not expensive.

5 You can make sunglasses from old fishing nets.

6 You can build houses from plastic cups.

3 Choose the correct answer.

The text tells us that:

a Waste is a big problem and we need to stop it.

b We should stop making waste.

c Waste is a big problem, but we can recycle it.

d We need to stop making things.

Waste is a big problem around the world. However, many of the things that we throw away can easily be recycled.

- Russia used a plastic football field in the 2018 World Cup. It was made from 50,000 plastic cups.
- You can recycle cotton and wool to make new clothes. You can also use old plastic bottles to make rubbish bags and plastic bags for shopping.
- You can make lovely new handbags from pieces of leather that factories do not use.
- Some stones are very expensive, but you can make beautiful jewellery from old glass bottles.
- When plastic fishing nets fall into the sea, they are very bad for sea animals. We can collect the fishing nets and recycle them into other plastic items, like sunglasses for example.
- You can make bricks to build houses from old plastic bottle tops. They are very strong!



Writing

4 Write in your notebook an email to a friend about the thing you chose to recycle in the Student's Book page 18, Exercise 4. How would it help the environment? Write 100-110 words.



Language

1 Circle the incorrect word.

Today, I'm going to **give / do / speak** a speech about the environment.

Reading and listening

2 Complete the speech with these expressions.

I'd like to finish by saying that I'd like to start by saying that
In the next part of my speech To begin with Today, I'm going to talk about

1 Today, I'm going to talk about plants in the house. Not everyone has them, but I think you should!

2 plants are very good for your health.

3 plants breathe out oxygen, which is a gas that we need to breathe. Also, plants often absorb pollution in the air, making it cleaner for us.

4 , I'd like to talk about where to put your plants. Some plants smell nice, so I put these in my balcony. And you can eat the leaves of plants called herbs, so put these in your kitchen! Spider plants look attractive, so I put them in an open place, like the living room.

5 it is best to choose plants that grow naturally in Egypt. They will look better in your house since they will look familiar. Plants that grow naturally in Egypt are easier to take care of.

3 Listen and check your answers to Exercise 2.

4 Now answer the questions.

1 In what two ways does the speaker say that plants in the house are good for your health? They breathe out oxygen and they absorb pollution in the air.

2 Why does the speaker put herbs in the kitchen?

3 Why does the speaker put spider plants in the living room?

4 What two reasons are there for choosing plants from Egypt?

5 How will a house with plants be better?

Writing

5 Write a speech in your notebook about ways you can recycle paper at school or at home.

- Use the expressions from Exercise 2.
- Remember to write short sentences as far as possible.



Language

1 Choose the correct words.

- One of the reasons we are having more floods is **because** / **why** a lot of the world's ice is melting.
- Coral reefs do not like changes in temperature. That is **why** / **because** climate change can kill them.
- More than 70% of the Earth is ocean. **Nevertheless**, / **That is because** we know more about the moon than we do about many of our oceans.
- Rainforests are very important for the environment. **Nevertheless**, / **That is because** their trees absorb a lot of carbon dioxide.
- World Wetland Day in February reminds people how important wetlands are for the environment. **However**, / **That is why** we are losing a lot of this land every year.

2 Match to make sentences about habitats.

1 <input type="checkbox"/> d	You can see all kinds of	a to be careful of dangerous snakes.
2 <input type="checkbox"/>	You should choose to	b swimming in the ocean when it is cold or windy.
3 <input type="checkbox"/>	It is best to avoid	c wear the correct clothes when you visit wetlands.
4 <input type="checkbox"/>	In the rainforest, you need	d colourful fish at coral reefs.

3 Now complete these sentences about visiting the desert with a suitable verb + to or -ing.

- Many tourists enjoy walking in the desert.
- In the desert, you need
- Make sure that you keep
- You should avoid
- Some people want



Writing

4 Write a short report of about 110 words about visiting the coast.

- Introduce the habitat and say where it is.
- Use expressions from Exercise 1.
- Include some examples of verbs + to or -ing.

Review

1 Complete the table with these words.

carbon dioxide climate change deforestation desert greenhouse gases
fabric landfill sites loom methane rainforest thread wetland

Environmental problems	Gases	Habitats	Weaving
	carbon dioxide		

2 Complete the sentences with the *to* or *-ing* form of the verbs in brackets.

- 1 There is no bread, so we need to go (go) to the baker's.
- 2 The exam is next month, so I've planned (revise) every evening.
- 3 Nuts make me ill, so I have to avoid (eat) them.
- 4 To get to the bank, keep (walk) down this road, and it is on the right.
- 5 Mona has decided (learn) Japanese using the internet!
- 6 Tarek enjoys (listen) to music in the evenings.
- 7 My friends are going to start (do) research on cleaning the environment.

3 Complete the sentences with the correct form of the verbs in brackets.

- 1 If you keep eating sweets, you will have (have) bad teeth.
- 2 If it (be) not too hot tomorrow, we will go to the beach.
- 3 You (get) very healthy if you go running every day.
- 4 What (you do) if you don't catch the train?
- 5 If the train is late, I (phone) you.
- 6 Ahmed (not come) to school tomorrow if he feels ill.

4 Read and correct the underlined words.

- 1 Plastic is bad for the environment. Because, it is easy to recycle. However/ Nevertheless
- 2 Trees are very good for the environment. That is however we shouldn't cut them down.
- 3 Jewellery made from glass is very popular. That is nevertheless it looks good and is not expensive.
- 4 Deserts can be very dangerous habitats. That is why hundreds of tourists like to visit them every year.
- 5 Write a report about a habitat you researched. Write about 110 words. Use ideas from Student's Book Exercise 5, page 20.



Build a greener world

Vocabulary

1 Complete the sentences using the words in the box.

greener bamboo energy-saving light bulbs
rechargeable batteries reusable sustainable



- 1 We cannot continue to use petrol for cars because it is not sustainable.
- 2 We can use that bag again. It is
- 3 These use a lot less electricity than the ones we used to have.
- 4 Can I plug in these ? I need to charge them.
- 5 This cup is made from a tall plant called a
- 6 We should build a world where there is less pollution.

Language

2 Complete the sentences with **used to** or **didn't use to** and these verbs.

be like rain
send use

- 1 Ahmed didn't use to like cheese, but he loves it now!
- 2 This building white, before they painted it blue.
- 3 The Ancient Egyptians a form of writing called hieroglyphics.
- 4 In some countries, it in the summer as much as it does now.
- 5 My grandparents emails – they wrote letters.

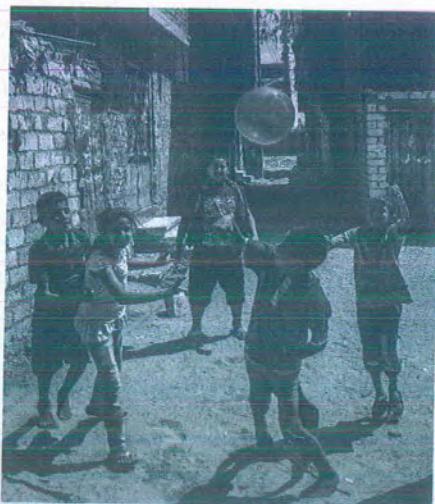
3 Answer the questions. Write full sentences.

1 What games did you use to play when you were young?

2 Which food do you like now that you didn't use to like when you were younger?

3 Which primary school did you use to go to?

4 What clothes did you use to wear when you were younger?





Vocabulary

1 Answer the questions.

- 1 Which of these is not a **crop**: potatoes, oranges, fields? **fields**
- 2 If we have **rising sea levels**, is the sea getting higher or lower?
.....
- 3 Do you find **mangrove trees** by the sea or in the desert?
.....
- 4 Is a **seedling** larger or smaller than a seed?
.....

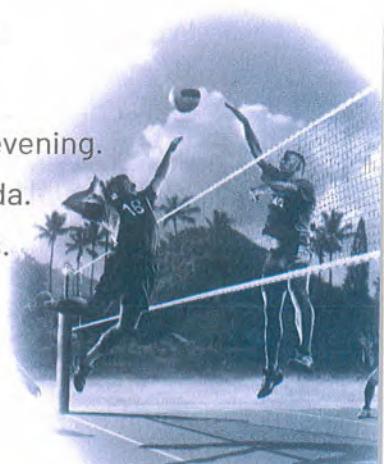
Language

2 Read and correct the underlined words.

- 1 If there are more mangrove trees along the coast, there would be fewer floods. were
.....
- 2 If we had more money, we can buy that new phone in the shop window.
.....
- 3 What will you do if you got a job in a different city?
.....
- 4 Tarek would pass the test if he studies harder.
.....
- 5 What clothes would you wear if you would live in a cold country?
.....

3 Match to make sentences.

1 <input checked="" type="checkbox"/> d	The volleyball team would win the match	a if it was open for longer.
2 <input type="checkbox"/>	I would write to Nahla more often	b if they stopped playing computer games in the evening.
3 <input type="checkbox"/>	More people would use that shop	c if they didn't live in Canada.
4 <input type="checkbox"/>	The children would sleep better	d if they had better players.
5 <input type="checkbox"/>	We could visit our cousins more often	e if I knew her address.



Writing

4 Answer the questions.

- 1 What would you do if you never watched television?
.....
- 2 What would you stop eating if you wanted to be healthier?
.....
- 3 Where would you go if you could go anywhere on holiday?
.....
- 4 What would you buy if you could buy anything?
.....
- 5 What job would you do if you could do any job in the world?
.....

Vocabulary

1 Complete the following sentences with the correct form of the words from the list.

enormous destroy powers
produce promise

- 1 The elephant is really enormous. It's about three tons.
- 2 The truck the car totally. It was a horrible accident.
- 3 The story was about a superhero who had special He could carry a heavy car.
- 4 Factories a lot of pollution. They should try to reduce it.
- 5 My little brother not to play football in the house.



Reading

2 Read the text and answer the questions.

- 1 What does the factory produce?
It produces renewable energy.
- 2 How does it produce this?
.....
- 3 What would happen if they didn't burn the rubbish?
.....
- 4 What would be produced if the factory used fossil fuels?
.....
- 5 What do the plants on the roof do?
.....
- 6 How do you think the workers in the factory feel?
.....

A large factory in Denmark has an inexpensive way of producing renewable energy. It burns rubbish! If the factory did not burn the rubbish, it would go to landfill sites. By burning the rubbish, the factory produces enough electricity for 150,000 homes. If the factory burned fossil fuels to make this electricity, it would produce a lot more greenhouse gases. There is a garden on the roof of the factory. The plants there absorb some of the air pollution that comes from the factory. You can also ski down the roof! Isn't that amazing?

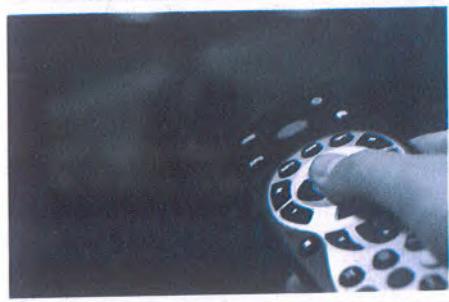
Writing

3 Write an email of about 110 words to a friend in your notebook, describing the best form of renewable energy that you could use in your community.

Vocabulary

1 Match to make phrases.

1 <input type="checkbox"/> b air	a control
2 <input type="checkbox"/> computer	b conditioning
3 <input type="checkbox"/> electric	c mouse
4 <input type="checkbox"/> rechargeable	d car
5 <input type="checkbox"/> remote	e battery



2 Answer the questions using the phrases from Exercise 1.

- 1 Which of these can you use to charge a phone? rechargeable battery
- 2 Which of these do you use to move around your computer screen?
- 3 Which of these might you use to travel from one place to another?
- 4 Which of these do you use to control your television?
- 5 Which of these do you use to keep your house cool in summer?

Listening

3 Listen to the conversation about energy use in the house. Choose the correct answers.

- 1 Injy is looking at a

a diagram	b project	c book	d house
------------------	------------------	---------------	----------------
- 2 The things that use the most electricity in a home are

a air conditioning	b air conditioning	c hot water	d air conditioning and heating
and hot water			
- 3 Hot water uses about of the home's electricity.

a 5%	b 15%	c 50%	d 55%
-------------	--------------	--------------	--------------
- 4 Things in the kitchen electricity.

a use a lot of	b use the second	c don't use much	d don't use any
most			
- 5 If Injy wanted to save electricity, she would turn off

a the lights	b the television	c the computer	d the fridge
---------------------	-------------------------	-----------------------	---------------------

Writing

4 Write a paragraph in your notebook about what you would or wouldn't be able to give up to help the environment. Say why.



Language

1 Read and correct the underlined words.

Imad: What do you think ¹to the plan to build a power station outside the town? of.

Fares: ²Of my opinion, it's a good thing. It will give us more electricity and jobs, too.

Imad: I don't agree ³if it's a good thing. It burns fossil fuels. Don't ⁴remember, fossil fuels are not sustainable.

Fares: I totally ⁵not agree. People are still finding oil under the ground every year.

Imad: ⁶Personal, I think that we shouldn't build any new power stations. We should only use renewable energy.

Fares: ⁷I'm agreeing that we need renewable energy, but I think we still need to use fossil fuels, too.

2 Now complete this dialogue using the correct expressions from Exercise 1.

Dalida: ¹What do you think of this plan to build wind turbines in the sea near the beach?

Nesma: ²....., I think it's a good idea. Wind turbines produce renewable energy.

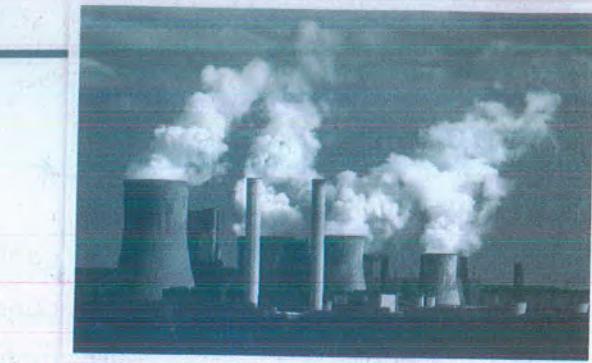
Dalida: I ³..... that we need renewable energy, but I think the wind turbines should be built on the land.

Nesma: I don't ⁴..... that they should be built on the land. There is more wind at sea.

Dalida: Yes, but don't ⁵..... many tourists love our beaches. They don't want to look at ugly wind turbines.

Nesma: I totally ⁶..... In my ⁷....., wind turbines look nice, and they won't be very near the beach.

Dalida: Perhaps you're right.



3 Listen and check your answers to Exercise 2.

Writing

4 Write about 110 words in your notebook giving your opinion on what you think of building solar farms near a nature reserve.

Reading

1 Put the paragraphs of this report about a solar farm in the UK in the correct order. What is the main idea of the report?

Cleve Hill Solar Farm

a Some people in the village are not happy about the plan. They think that the solar farm is too big and will create problems for wildlife. Also, they are worried that the large batteries are dangerous and could cause fires.

b This report is about plans to build the largest solar farm in the UK. The initiative, called Cleve Hill, plans to produce enough energy for 91,000 homes across the region and should be open in 2023.

c The organisers, however, say that the batteries are safe. They also say that there will be special areas for wildlife. They say that the solar farm will help to reduce the problems caused by climate change.

d The UK plans to use renewable energy instead of fossil fuels by 2050 and Cleve Hill will help with this. The solar farm will have 880,000 solar panels on countryside that was farmland, around two kilometres from the village of Graveney. In the past, solar farms were not very good in the UK because it is not very sunny. However, new large batteries in the solar farm can save and produce electricity even when the sun is not shining.



2 Read the report again and complete the table.

Advantages to Solar Farm	Disadvantages to Solar Farm
produces energy for 91,000 homes	

Writing

3 Research information about another solar farm and write a report about it in your notebook.

- Find information about a solar farm that is open or is planned to open.
- Make a list of the advantages and possible disadvantages.
- Include facts, and say where you found these facts.
- Remember to include an introduction and a conclusion.

Tip!

When you write a report:

- Divide it into sections.
- Introduce facts.



Review

1 Complete the table with these words.

air conditioning bamboo desertification
floods light bulbs mangrove
rechargeable remote control renewable
rising sea levels seedling sustainable

Describes things that are good for the environment	Types of plant	Things that need energy	Problems for the environment
rechargeable			

2 Can you guess the answers to these questions?

- 1 Which sport did African president George Weah use to play?
- 2 What kind of place did Dubai use to be before it was a city?
- 3 Did you use to use reusable shopping bags?
- 4 Did lions and elephants use to live in Egypt?

3 Now match the questions in Exercise 2 to these answers.

- It used to be a fishing village.
- Yes, they used to live in Egypt about 6,000 years ago.
- He used to play football for AC Milan and other teams.
- No, I didn't use to use them. I started using reusable bags two months ago.



4 Choose two correct answers from a, b, c or d.

- 1 If Hamdi ... taller, he ... a very good basketball player.
 a is **b was** c will be d would be
- 2 If I ... more time, I ... more books.
 a had b have c would read d read
- 3 We ... get to the coast quicker if they ... better roads.
 a can b could c had d are having
- 4 Lama's family ... to England for a holiday if it ... cheaper.
 a are going b would go c is d was



5 Write an email to a friend saying what you would or would not do to live a more sustainable life.

.....

.....

.....

1  Listen to a speech. Are these sentences true (T) or false (F)? Correct the false sentences.

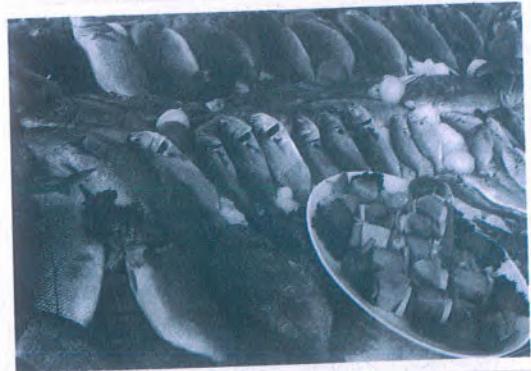
- 1 Bears used to live in Britain.T
- 2 People last saw bears in Britain about 100 years ago.
- 3 The man did not understand what the phrase *special areas* means.
- 4 Visitors will watch the bears from under the trees.
- 5 The speaker does not worry about bears killing farm animals.
- 6 This is the only plan to bring back animals that used to live in Britain.

2 Read and correct the underlined words.

- 1 The fish in that restaurant caught in the sea this morning. were caught
- 2 All of these projects are completed by the children in the primary school last week.
- 3 If Hamdi keeps to practise his football, he will be a very good player.
- 4 Mona will need to work harder if she wanted to do well in her exams.
- 5 Where did your cousins used to live before they moved to Cairo?
- 6 Fewer people will live in Cairo if it were not by the River Nile.

3 Choose the correct words.

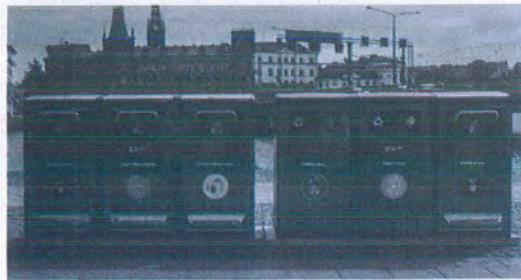
- 1 In Britain last year, more energy **is made** / **was made** from renewable sources than ever before.
- 2 Tarek enjoys **cycling** / **to cycle** to school in the mornings.
- 3 He tries to avoid **cycling** / **to cycle** on the busy roads.
- 4 If you come to my house, I **will** / **would** show you my new computer game.
- 5 If you started to learn a new language, which one **will** / **would** you choose?
- 6 My grandparents **use** / **used** to live on a farm.



4 Complete the text with correct form of the verbs in brackets.

Rubbish ¹ is produced (produce) by all of us every day, and we need ² (do) something about it. In many countries, most rubbish ³ (put) into landfill sites and in others, the rubbish ⁴ (burn). However, if countries keep ⁵ (do) this, it will cause a lot of pollution.

In Sweden, only about 1% of rubbish ⁶ (put) into landfill sites last year. More than 50% of rubbish ⁷ (recycle), and most houses are just 300 metres from a 'recycling station' where people can put paper, glass and plastic. The rest of their rubbish is burned in special power stations. Here, the rubbish ⁸ (make) into electricity and heating. These power stations cause some air pollution, but something useful ⁹ (create), too.



5 Read the text again and answer the questions.

1 What happens if we keep burning rubbish or putting it into landfill sites?

It will cause pollution.

2 How much rubbish was put into Sweden's landfill sites last year?

3 How much of Sweden's rubbish is recycled?

4 How far are most of Sweden's houses from a recycling station?

5 What is the advantage of burning rubbish in the special power stations?

6 Complete the table with these words.

absorb	caracal	coastal	create	deforestation
desertification	horse	fill	grassland	greenhouse gas
mongoose	orangutan	polar	produce	
rising sea levels	wetland	whale		



Animals	Habitats	Bad for the environment	Verbs
caracal			

7 Choose an animal, a habitat or an environmental problem. Write a paragraph of about 110 words in your notebook about it, using some of the words from Exercise 6.

To space and back

Vocabulary

1 Read and match the words with their meanings.

1 <input type="checkbox"/> astronaut	a machine in space that goes round the Earth
2 <input type="checkbox"/> researcher	a force which attracts things or people to the centre of the Earth
3 <input type="checkbox"/> satellite	a large spacecraft where people live and work
4 <input type="checkbox"/> gravity	a person who travels into space
5 <input type="checkbox"/> space station	a piece of equipment you use to see things that are far away
6 <input type="checkbox"/> telescope	a person who studies something carefully

Reading

2 Read the newspaper article and choose the correct form of the verb.

June 2018

Today, the famous American astronaut Peggy Annette Whitson ¹**has just said** / **has just been saying** that she is going to retire. More than 500 people ²**have been / have been going** to space, but Peggy ³**has spent / has been spending** longer in space than any other woman. She ⁴**travelled / has been travelling** to

space every few years since 2002. As well as being an astronaut, Peggy ⁵**has worked / has been working** as a researcher, a university lecturer and on the International Space Station. Our newspaper ⁶**writes / has been writing** about her work for more than 15 years, and we wish her luck for the future!



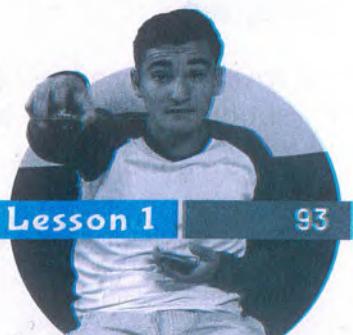
Language

3 Complete the sentences with the present perfect or present perfect continuous form of the verbs in brackets.

- 1 "I **haven't been** (be) to this restaurant before. Is it good?" "Yes, it is."
- 2 Ahmed **read** (read) three books this week. He loves reading!
- 3 Heba **do** (do) her housework for two hours. She **not finish** (not finish) yet.
- 4 Younis **read** (read) a new story for an hour; he is still reading it.

Writing

4 Write a paragraph in your notebook about some of the things you have been dreaming of since you were young.





Vocabulary

1 Complete the sentences with these words.

astronomer lens orbits solar system

- 1 Do you know that Mars is one of the eight planets in our solar system?
- 2 Azza loves studying the stars and planets. She wants to be a/an
- 3 The best cameras have a very good that lets in the correct amount of light.
- 4 The moon the Earth once every 27 days.

Language

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 I(thank) my friend because he (help) my father yesterday.
- 2 After we(collect) all the necessary information last week, we(do) the research.
- 3 Before his death, the author(publish) his latest collection of short stories.
- 4 Before, I(leave) school last time, I(say) goodbye to all my friends.
- 5 Yesterday, I(go) to the club after I(finish) my work.
- 6 I didn't send the report until I(revise) it.

3 Match to make sentences.

1 <input type="checkbox"/> f	Lina knew the best room in the hotel because	a he had met his friends.
2 <input type="checkbox"/>	We took a taxi to the beach after	b she went to Rome.
3 <input type="checkbox"/>	He didn't telephone me	c the train had left.
4 <input type="checkbox"/>	Before Magid returned home	d until he had got the news.
5 <input type="checkbox"/>	Fatma had never heard Italian before	e he watched TV.
6 <input type="checkbox"/>	After Karim had done his homework,	f she had been there before.

Writing

4 Write a diary entry of about 100 words for last weekend in your notebook. Continue this sentence using the past perfect form.

I had a good weekend. Before I went to bed on Saturday, I had ...



Vocabulary

1 Answer the questions.

1 Do you wear braces on your head or on your teeth? You wear them on your teeth.

2 Does a helmet protect your head or your eyes?

3 Do you use a receiver to send or get signals from something?

4 Does a sensor read or damage information?

5 If something is wireless, do you need to plug it in?

2 GPS is an abbreviation for global positioning system. Can you match these abbreviations with the longer words?

1 <input type="checkbox"/> BCE	a mister
2 <input type="checkbox"/> Dr	b before common era
3 <input type="checkbox"/> Mr	c television
4 <input type="checkbox"/> TV	d doctor

Reading

3 Complete the article with these words.

 astronauts research rivers
 satellites

4 Read the article again and answer the questions.

1 What had scientists done before people went to the moon?

They had done a lot of research.

2 What did Farouk El-Baz plan?

.....

3 What did Farouk El-Baz teach astronauts?

.....

4 How did Farouk El-Baz find rivers under the desert's sand?

.....

5 What other work had Farouk El-Baz done before he studied deserts?

.....



Farouk El-Baz >>>

Scientists had done a lot of ¹research before the first person walked on the moon in 1969, and one of the most important scientists was Farouk El-Baz. He helped to plan where Apollo 11 should land on the moon. Farouk also taught ²..... which rocks to take from the moon on later visits. After studying the moon, Farouk started studying deserts on the Earth. He used ³..... to find ⁴..... that were under the sand, and this work has helped Egypt and other countries to find new water.





Vocabulary

1 Read the poem *Day* again and answer the questions.

1 How is the air busy? It is busy blowing here and there.

2 Who is the 'fellow toiler'? What tasks do you think he will do?

3 'I am busy,' said the sea. Can the sea really talk? Why do you think the poet makes the sea talk?

2 Read the poem again and answer the questions.

1 Which words in the first two verses rhyme?

sea/me

2 Can you add any words that rhyme with the words above?

we, free

3 How many verses does the poem have?

Listening

3 The word *won* sounds like *one*, but has a different meaning. Listen and choose the correct spelling of these words.

1 won / one

2 I / eye

3 here / hear

4 know / no

5 sea / see

6 son / sun



Remember!

If you are not sure which word to choose, listen for the context (the other words in the sentence).

Writing

4 Now write a sentence for each of the other word meanings in Exercise 3.

1 There aren't many apples in the fridge. There is only one.

2 _____

3 _____

4 _____

5 _____

6 _____

Reading

- 1 Read about the history of maps. When did people first use satellites for maps?
- 2 Read the history again. Complete the sentences with a date from the history of maps.
 - 1 A long time after Ptolemy, in the 1100s, Al Idrisi shows the world as a circle.
 - 2 At the same time as Juan de la Cosa drew a map showing America in the , Gerardus Mercator found how to draw the round world on flat paper.
 - 3 As soon as roads and railways made travel easier in the , maps became smaller and better.
 - 4 Then, in the , the first satellite photos help maps to give more information.
 - 5 Soon after this, in , people could use maps on phones and computers.

Writing

- 3 Research the history of one of the subjects below, or choose your own. Write a short history in your notebook.

books cars computers tea

100s Ptolemy draws one of the first maps. It shows the area around the Mediterranean.

1100s Al Idrisi, from North Africa, draws maps in a book called *Tabula Rogeriana*. It shows the world as a circle.

1500s The Spanish sailor Juan de la Cosa draws the first map to show America. Gerardus Mercator finds a way to draw the round world on flat paper.

1800s Roads and railways make travel easier. Maps become smaller and better.

1950s The first satellite photos are taken of the Earth and maps give much more information.

2005 People start to use maps on their phones and computers. They use satellites to get directions.



Reading

1 Put the paragraphs of this informative text in the correct order.

Journey to Bennu

- a This was an amazing achievement. Bennu is more than 300 million kilometres from the Earth, but it is very small. It is only 510 metres from one side to the other! Osiris-Rex left the Earth in 2016 and had orbited Bennu for nearly two years before it found a place to land safely.
- b So why has Osiris-Rex made this difficult journey? Scientists think that the rocks from Bennu could help them to understand how the Earth was made. Scientists also think that understanding Bennu will help them know where the asteroid is going. It is possible that it will hit the Earth, although not for many years!
- c Then, in 2021, Osiris-Rex left Bennu for its journey home. This will be around 2.3 billion kilometres, because the spacecraft must orbit the sun twice before it can land on the Earth.
- d In 2020, a spacecraft landed on Bennu. Bennu is an **asteroid**, which is a large rock that is flying through space. The spacecraft, called Osiris-Rex, took small rocks from Bennu and will take them back to the Earth in 2023.

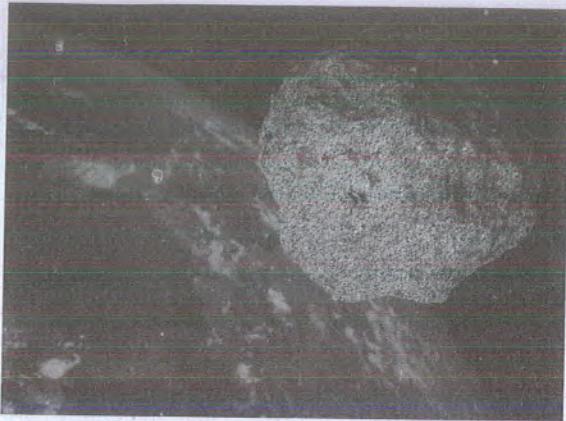
2 Read the text again and answer the questions.

- 1 What is Bennu? It is an asteroid.
- 2 Why had it taken the spacecraft so long to land on Bennu?
- 3 Why is the journey back to the Earth so long?
- 4 What will the spacecraft bring back to the Earth?
- 5 What two things do the scientists hope to learn?

Writing

3 Write an informative text of around 110 words in your notebook about one of the planets in the solar system.

- Include facts, numbers and dates.
- Use different sources of information and list your sources.
- Write in paragraphs, with an introduction and conclusion.

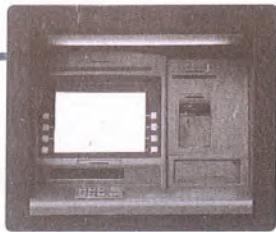


Tip!

An informative text tells us information and facts about a topic.

When writing an informative text:

- Use headings for each part you write.
- Write dates and numbers in the correct way.
- Use charts, diagrams and tables to make your writing clearer.



Review

1 Choose the correct words.

- 1 Astronauts can fly in a **spacecraft** / **space station** to get to other planets.
- 2 There are eight planets in our solar **space** / **system**.
- 3 This camera takes good photos because it has got a very good **lens** / **telescope**.
- 4 You can't make a phone call because there is no telephone **signal** / **wireless**.
- 5 Don't worry, the **GPS** / **weather report** will show us the right way.

2 Give complete answers to the following questions.

- 1 What has the weather been like this week? It has been so nice.
- 2 Have you been coming to school by public transport, or by another way?
- 3 What have you been learning at school this week?
- 4 What has been the topic of this unit?
- 5 What have you enjoyed most about the unit?

3 Complete the sentences with the past perfect form of the verbs in brackets.

- 1 Rami had tidied (tidy) his room before he started studying.
- 2 Hoda did very well in the test because she (revise) carefully.
- 3 Malak did not want to start reading the book until she (prepare) dinner.
- 4 Munir (not try) Japanese food before he went to the new Japanese restaurant.

4 Complete the sentences using words from the list.

before the same time as soon until after

- 1 I wrote a reply to the e-mail as soon as I had received it.
- 2 she returned home, she had bought some bread.
- 3 I did my homework. At , my brother watched TV.
- 4 She found a mistake she had reread the answer.
- 5 I didn't have lunch I had returned home.

5 Write a diary entry about a holiday in your notebook.

- Say when you did things, using expressions from Exercise 4.
- Try to use examples of the past perfect.



Media now and in the past

Vocabulary

1 Complete the crossword.

Down ↓

- 1 This person researches and writes news articles.
- 2 The person who controls a television camera is a camera
- 3 The person who talks on a radio programme is a radio
- 5 A person who decides how a webpage should look is a web

Across →

- 4 This person's job is to take photographs.
- 6 Newspapers, the internet, magazines and television are all types of
- 7 A person whose job is to read the news is a news

2 Complete the sentences with a word from Exercise 1.

- 1 Fatma loves writing and is interested in the news, so she would like to be a journalist.
- 2 Ahmed loves taking photographs, so he wants to be a photographer.
- 3 Hassan knows how to make his work look really good on a page. He would be a good web designer.
- 4 Nessma speaks really well, but does not want to be on TV, so I think a radio announcer would be a good job for her.

Writing

- 3 Write a paragraph of 100–110 words in your notebook about a job that you would or would not like to do in the media.
 - Say why you would or would not like to do the job.
 - Describe what you have to do in this job.



Vocabulary

1 Complete the sentences with these words.

burst pipe stuck Warning witness cross



- Ali will be late to work today. His car is stuck in traffic.
-! This water is very hot!
- The police want to talk to Ola and the other who saw the accident last night.
- We can't play football because the ball has!
- That takes water from the roof of our house to the ground.
- My father was because my young brothers made so much noise.

Language

2 Correct the underlined verbs.

1 Marwa's father buy a big motorbike last week.

..... Marwa's father bought a big motorbike last week.



2 We paint our house alone last week.

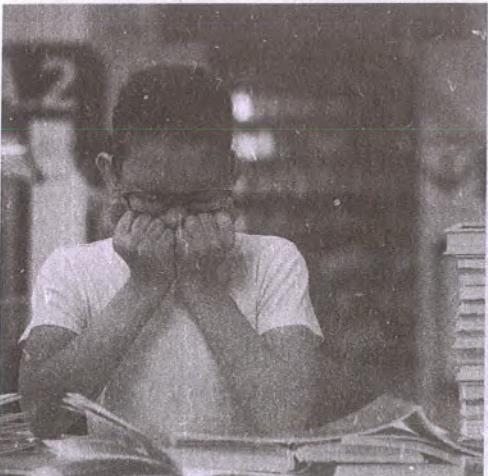
3 We were stuck because the bus break down in the middle of the street.

4 The actor wear expensive sunglasses in yesterday's show.

5 When I was young, I always talk to my teachers politely.

Writing

3 Write a paragraph of about 110 words about a bad situation you experienced last week.



Language

1 Read and correct the mistakes in the reported speech.

1 "I'm tired," said Samy. → Samy said that he is tired. Samy said that he was tired.

2 "It will be hot on Monday," said Dalia. → Dalia said that it be hot on Monday.

3 "The red team have won the match," said Tarek. → Tarek said that the red team won the match.

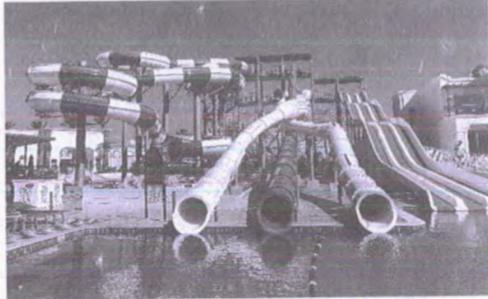
4 "These books are very interesting," said the teacher. → The teacher said that those books had been very interesting.

5 "We didn't go to the museum on Tuesday," said Heba. → Heba said that they didn't go to the museum on Tuesday.

Listening

2  Listen to five girls talking about a water park. Put what they say in the correct order.

- a "Aya won't go because she doesn't like water parks!" said Injy.
- b "I went there last week," said Malak.
- c "I haven't been yet," said Hanan.
- d "I want to go to the new water park," said Lama.
- e "I'm going with my family on Saturday," said Dina.



3  Listen and check your answers to Exercise 2.

4 Now report what the girls said in Exercise 2.

1 Lama said that she wanted to go to the new water park.

2

3

4

5

Writing

5 Report a conversation that you have had with your best friend recently.

This morning, I talked to my best friend. He/She said that



Vocabulary

1 Match the words to their definitions

1 <input type="checkbox"/> broadcast	a to leave a job or stop working because of old age
2 <input type="checkbox"/> linguist	b a person who specialises in languages
3 <input type="checkbox"/> voice	c a person who presents a programme on the radio or TV
4 <input type="checkbox"/> retire	d to send a programme or some information by radio or TV
5 <input type="checkbox"/> presenter	e sound produced by a person when they speak

Reading

2 Read the article and write the titles in the correct place:

Career Awards Early life

Farouk Shousha is a well-known radio presenter and a famous poet.

..... Shousha was born in Damietta in 1936. He went to a nearby elementary school. He went to the local library at a very early age, and was able to read many books in the Arabic language. Later on, Shousha went to Cairo University and graduated from the Faculty of Dar al-Ulum in 1956.

..... Shousha worked as a radio presenter in 1958 and later on as a TV presenter too. He always liked poetry and Arabic literature. He presented many programmes like 'Our Beautiful Language' on the radio, and 'Cultural Evening'.

..... In his programmes, Shousha always talked about the beauty of the Arabic language and its rich literature. For this reason, he was called 'the guardian of the Arabic language'. He won the Nile Prize for Literature in 2016.

3 Read the article again and answer the questions.

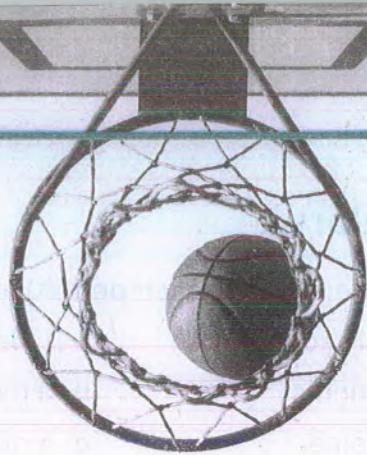
- a Where did Shousha first read Arabic books? *At the local library.*
- b Where did Shousha graduate from?
- c What did Shousha talk about in his programmes?
- d Why was he called 'the guardian of the Arabic language'?

Writing

4 Research one person you like who was or is still working in the media. Write his or her biography. Write about 110 words. Write about:

- their early life
- their career
- what they were famous for





Language

1 Read and correct the underlined words.

Adam: Have you ¹listened that a famous sports star is going to visit our village? heard

Taha: Really?

Adam: Yes. According ²for this website, the famous basketball player is going to watch a children's match at the sports centre.

Taha: That's good.

Adam: Did you ³find that the basketball player went to school in our village?

Taha: No, I didn't know that.

Adam: ⁴According, he might send his son to the school, too.

Taha: That's good news.

Adam: I ⁵say that his son is already good at basketball, but he's only five!

Taha: Wow!

2 Now complete this dialogue using the expressions from Exercise 1.

Noha: ¹Did you know that Randa's cousin is a famous newsreader?

Hania: No, I didn't know.

Noha: ²....., she reads the local news every night at 10 pm.

Hania: Really?

Noha: ³..... to my mother, she is very good at her job.

Hania: That's good.

Noha: I ⁴..... that she might work for the national news soon.

Hania: Wow!

Noha: ⁵..... you heard that she is visiting Randa tomorrow?

Hania: No! We should try and meet her.

Writing

3 Use these words to write responses to the sentences. (More than one answer is possible.)

Good idea. Really? That's good news. That's bad news. Wow!

1 My favourite sports team won yesterday! That's good news.

2 Injy speaks good English and she is only five!

3 I'm helping some volunteers clean the park this weekend.

4 Adam has never been to a museum.

5 There is a lot of pollution on this beach.



Reading

Read the article and write the sentences a-c in the right places.

- a I look at two or three different websites that I trust to do this.
- b It is my job to make the article as easy to understand as possible.
- c These will be the first ones that our readers will see.



I work for an English language news website. I started at a newspaper, but I think more people read news online now, so I prefer this job. Lots of different journalists send me their articles, and I have to decide which ones are the most important.¹

Before the article goes on the website, I also have to check the facts that are in it.² Then I check the writing. Sometimes, there are spelling mistakes or the language

is not very easy to understand.³ Finally, I have to choose photographs to go with the article. Sometimes a photographer sends these, but usually we get them from other websites.

I studied English and media at university. First, I wanted to be a journalist, but then I decided that I preferred this job. It is very interesting because I can look at so many people's articles.

2 Read the article again and choose the correct answer.

- 1 The writer of the article is ...
 - a an editor
 - b a camera operator
 - c a web designer
- 2 He works for
 - a a newspaper
 - b an Arabic news website
 - c an English news website
- 3 Which of the following does the writer **not** need to check?
 - a spelling
 - b facts
 - c the journalists' Arabic
- 4 The writer usually gets photographs from
 - a photographers
 - b other websites
 - c journalists
- 5 The writer likes to
 - a write his own articles
 - b read people's articles
 - c watch journalists working

Writing

3 Write a reply to the email you wrote in the Student's Book page 52, Exercise 4. Write 110 words.

- Answer the four questions you asked.
- Give as much information about the job as possible.



Review

1 Complete the sentences with these words.

burst media meeting stuck warning

- When a ball or pipe has a hole in it, we say that it has **burst**.
- Many businessmen have with their customers to discuss their work.
- People often give you a when something might be dangerous.
- If a car or person is unable to move, we say they are
- My favourite newsreader has studied and language at university.

2 Choose the correct answer.

- The government (built - was built - had built) a new bridge in our town last year.
- I (made - had made - was made) sure the information is true. Then, I forwarded it.
- Yasser made a bad mistake, so the teacher (punished - was punishing - was punished) him.
- A hundred years ago, people (don't use - didn't use - weren't used) online websites, but now we use them.
- Who (was broken - had broken - broke) this window?

3 Complete the talk by a camera operator called Salma with these words.

different governor forward meeting operator
photographer photographs sports

"I've always liked taking ¹ **photographs**. However, I never wanted to be a ² I have always wanted to be a camera ³ It is a great job and it is always, ⁴ Today, I am working at a ⁵ stadium. Tomorrow, I will be working inside. I am filming a ⁶ with some important people! I have never met the ⁷ of Cairo before. I am looking ⁸ to it!"

4 Now write what Salma said in reported speech.

Salma said that she had always liked taking photographs. However, she had

5 Write a paragraph of about 100 words in your notebook summarising a story in the news.

- Choose your story from a newspaper or online.
- Check that you can trust that the story is true.

Into the future

Vocabulary

1 Many adjectives end in *-ic*. Complete the sentences with the adjective form of these words.

Arab electricity hero robot

- 1 The toy moves like a robot. It is very *robotic*!
- 2 The train does not use oil. It is
- 3 Our teacher can speak English, Spanish and
- 4 The firefighters saved a family from a fire. They were very

2 Read and match.

1	<input type="checkbox"/> e	3D	<input type="checkbox"/> a	engineer
2	<input type="checkbox"/>	cycle	<input type="checkbox"/> b	player
3	<input type="checkbox"/>	electric	<input type="checkbox"/> c	lane
4	<input type="checkbox"/>	e-sports	<input type="checkbox"/> d	buses
5	<input type="checkbox"/>	robotics	<input type="checkbox"/> e	printer

Language

3 Use these words to make questions with *will*.

- 1 What / weather like / tomorrow? *What will the weather be like tomorrow?*
- 2 What job / do / when you leave university?
- 3 How big / Cairo be / 2050?
- 4 people / travel to space / 2070?

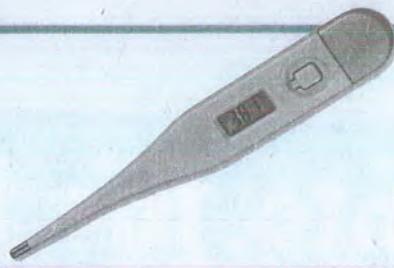
4 Now answer the questions you wrote in Exercise 3.

- 1 *I think it will be hot and sunny.*
- 2
- 3
- 4

Writing

5 Which jobs in the future do you think will be the same? Which will be different? Write a paragraph of 110 words in your notebook and give your reasons.





Vocabulary

1 Complete the sentences with these words.

rise device solution temperature feed virtual reality

- 1 This is a **device** which can check people's to see if they are ill.
- 2 This maths question is very difficult. What is the ?
- 3 We should produce more food to more poor people in the world.
- 4 At the museum, you can see how the Ancient Egyptians lived using
- 5 Prices usually all over the world every year.

Language

2 Complete the sentences with **will/won't be able to** and the verbs in brackets.

- 1 Talia speaks Japanese, so she **will be able to apply** (apply) for the job in Tokyo.
- 2 Adam has hurt his leg, so he (play) football on Saturday.
- 3 Hamid can't find his passport. He (travel) to the business meeting in England tomorrow?
- 4 My baby sister is six months old, so she (start) speaking in about a year's time.
- 5 It's very windy, so we (go) to the beach today.

3 What will/won't the visitors to the zoo be able to do? Make sentences.

- 1 **They won't be able to feed the monkeys.**
- 2
- 3
- 4
- 5



Writing

4 Write a paragraph in your notebook about what you will/won't be able to do in school in the future, using your discussion from the Student's Book page 57, Exercise 8.



Vocabulary

1 Read and match.

1 **d** distance
 2 **i** internship
 3 **m** marathon
 4 **p** professional qualification
 5 **s** set up
 6 **sk** ill

a a running race of around 42 kilometres
b something that shows you have special training to do a job
c start a business
d how much space is between two things
e the ability to do something well
f when you work, often without pay, to learn about a job

Listening

2 Listen to four people. Which jobs are they going to do?

1 Injy is going to be an architect.
 2 Hany
 3 Hoda
 4 Amir



3 Listen again and answer the questions.

1 How long is Injy going to study for? She is going to study for many years.
 2 What is Injy going to design?
 3 What is Hany going to learn how to do?
 4 What is Hoda going to design?
 5 Which charity is Amir going to help?

Reading

4 Read and complete the blog with the correct job.

accountant business person
 engineer professional sports person

I'm good with numbers, so I'm going to get a good job with a business in Cairo. I'll probably do an internship first. But this is an important job. All businesses need to know how much money they have! That's why I'm going to be a/an



Aa

Writing

5 Choose another job from Exercise 4, or use your own ideas. Write a blog in your notebook about the job.

Vocabulary

1 You can add the prefix *re-* to verbs to mean *do again*.

Complete the sentences with the correct form of these verbs.

do play use write

1 Fares designed a game, but then his computer broke, so he has to redo it.

2 I can't read your writing, Azza. Please can you it, so it is clearer?

3 Don't throw away this bottle. We can it.

4 They had to stop the football match because it was raining. They have to it next week.

Reading

2 Read the article and write the missing sentences a-d in the right places.

- a There will also be city farms.
- b That means there will be more space for people to walk or cycle.
- c Then people will be able to use the water for plants, cleaning, etc.
- d The city will only use renewable energy.

3 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 In the future, there will be better ways to take rainwater away from cities.

F, they will collect and reuse rainwater.

2 People will grow food on roofs.

3 They will burn fossil fuels for energy in the future.

..... 4 More people will be able to drive.

5 Cities will be better for disabled people.

Cities of the future

What will cities be like in the future?

Architects are already planning how city life could be better for all of us. Here are some of their ideas.

Cities need water, but at the moment, most rainwater is taken away from our cities. In the future, cities will have areas which will collect water when it rains.¹ c

Cities will have houses for many people, but they will also have big parks. The trees and other plants will give us clean air, and also give a home to animals and birds.² People will grow their own food in gardens on roofs.

³ This won't come from outside the city, but will be made by solar panels and wind turbines on buildings.

Transport will be very fast, safe and cheap. Cars will be driverless.⁴ People will be healthier, and life will be easier for people with disabilities.

Writing

4 What do you think your city will be like in the future? Write a paragraph of about 100 – 110 words in your notebook describing it.



Listening

1  Listen to a quiz and put the expressions in the order that you hear them.

- a I don't think so.
- b I'm sure that ...
- c I'm not sure.
- d I think that's very likely.
- e Perhaps there will be ...
- f There might be ...
- g There will definitely be ...
- h There will probably be ...



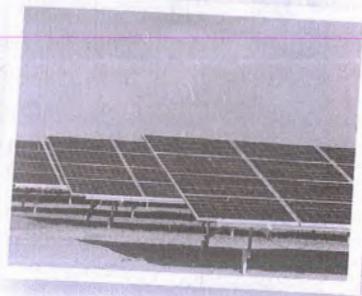
Language

2 What do you think? Write your answers to the questions in the quiz using the expressions from Exercise 1.

1 In the future, do you think that everyone will go to university?

2 Do you think that all cars will be driverless?

3 Do you think that all our energy will be from the sun?



Writing

3 Now write three more questions about the future.

1

2

3

4 Ask your partner your questions from Exercise 3. Write their answers.

1

2

3





Vocabulary

1 Read and choose the correct answer.

- 1 When you touch the car controls, you want to **drive / damage** the car.
- 2 Laws are rules we **must / mustn't** follow.
- 3 When scientists do a lot of testing, they want to make sure that the device is **safe / dangerous**.

Reading

2 Put the paragraphs in this text about flying cars in the correct order.

Flying cars

a In conclusion, we already have the technology to make drones and other things that can fly. I think that it's very likely we will see flying cars in the future.

b Although there are difficulties, flying cars might be the answer to a lot of problems. Cities are becoming busier and traffic on the ground is becoming worse. If there were flying cars, people could fly to work from far away. They would not have to live in big cities. Flying cars could land on the roofs of buildings, and that would mean more space in the streets for people to enjoy. Electric flying cars would make less pollution, too.

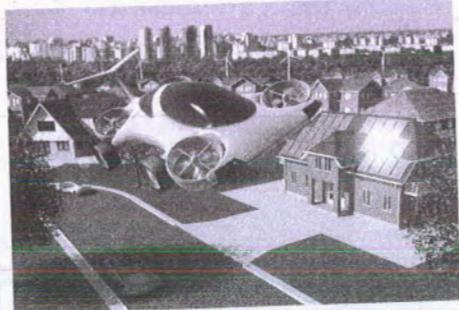
c Already, a company in Germany has developed a flying taxi. It will be able to carry one passenger and might start flying in 2022. However, journeys will be very expensive. People also worry that flying cars might not be very safe. If there were a lot of flying cars above a city, it could be very dangerous! For example, what would they do in bad weather, or if there were a lot of birds? And what about planes?

d For this week's project, I researched flying cars. We now have the technology that will be able to make flying cars. In fact, engineers think that flying cars will be more like helicopters than planes. That is because helicopters can take off from small areas in cities. They will use electricity, because electric engines are not very noisy.

Writing

3 Write four paragraphs in your notebook about future homes. Research and make notes using these ideas:

- How will we get our energy?
- How will we make our homes hotter or cooler?
- How will television and computers be different?
- What other things will be the same or different?
- Remember to introduce the subject and write a conclusion.



Review

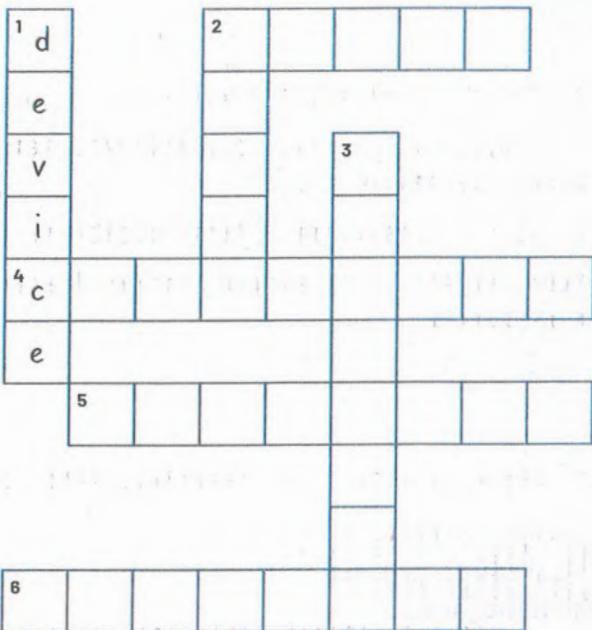
1 Complete the crossword.

Down ↓

1 electric equipment that can do a special job
 2 the ability to do something well
 3 a way to solve a problem or answer a question

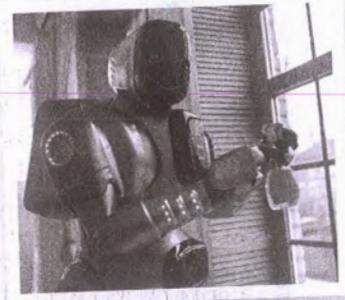
Across →

2 start a business (two words)
 4 a special place where people can cycle on roads (two words)
 5 a long running race
 6 how much space is between two places or things



2 Tick the things that you think we will be able to do in the future.

1 fly
 2 have holidays on the moon
 3 everyone in the world speak English
 4 have robots to clean our houses
 5 only be able to watch sports online



3 Now write sentences using the information from Exercise 2 and will/won't be able to.

1 In the future, we won't all be able to fly.....
 2
 3
 4
 5

4 This is the last unit of Level 3. Write answers to these questions.

1 What are you going to do next year?

2 What do you think will be different to this year?

3 How much more English do you think you will be able to use next year?



1 Complete the table with these words. Can you add any words?

braces editor helmet broadcast radio programme
~~spacecraft~~ telescope astronaut web designer camera
 operator planet news sea orbit continent

Space	Things you can wear	Jobs	Media	Places
spacecraft				

2 Listen to a conversation. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Hamid has read a news story in a newspaper. **F**. He read it online.
- 2 The website says that people will be able to have holidays on the sun soon.
- 3 A scientist had tried to send tourists to space before, but it was too expensive.
- 4 Kamal doesn't think that tourists will be able to go the moon one day.
- 5 Kamal does not think the news story is true.

3 Read the article. Choose the correct words.

Today in history, we learned about cities. Our teacher ¹**said / told** that cities were usually built in safe places where there was water. However, he told us that people ²**had / was** chosen some strange places for some cities. For example, he told us that people had ³**build / built** Venice on 124 small islands. They had to put lots of long pieces of wood into the wet soil. Then they built the houses on top of the wood. ⁴**According to / Apparently** our teacher, the wood is still there, under the houses!

He also told us about Mexico City. ⁵**Did you know / Had you known** that the city was first built in a lake called Lago de Texcoco? They put a lot of soil in the lake, and built a city on this! I think that in the future, we will ⁶**able / be able** to build cities in many different but safer places. For example, we will have the technology to build cities on mountains.



4 Read the text again and answer the questions.

- 1 Where did people usually use to build cities? In safe places where there was water.
- 2 Why was Venice a strange place to build a city?
- 3 What is surprising about the houses in Venice today?
- 4 How did people first build Mexico City?
- 5 According to the writer, where will we be able to build cities in the future?

5 Complete the sentences with the past perfect form of the verbs in brackets.

1 Before it became popular with tourists, Hurghada had, been (be) a small fishing village.

2 My mother (work) for four years in a bank before she became a teacher.

3 Nabil could not play tennis yesterday because he (hurt) his arm the day before.

4 Tarek (never leave) Egypt before he visited his cousins in Jordan.

5 I bought the book because I (not read) it before.

6  Listen and complete the reported sentences.

1 Ahmed said that the building was the tallest in the city.

2 Judy

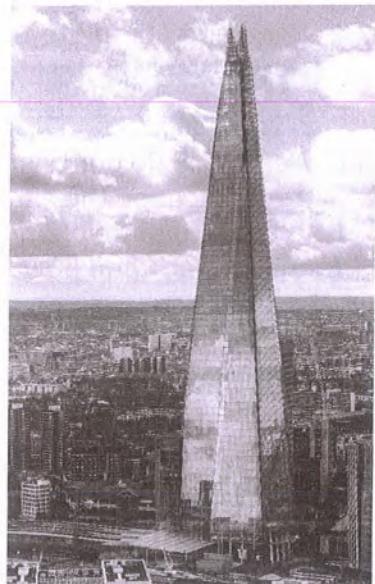
3 Hisham

4 Mona

5 Imad

7 Write a paragraph of about 110 words on how you think we will or won't be able to use technology in the future. Think about the following questions.

- What had life been like before we had today's technology?
- In the future, will technology make things better and easier, or will there be some disadvantages?
- Will we use technology in all or only some parts of our lives?



A Language Functions

1 Complete the following dialogue.

Baher and Marwan are talking about where people will live in the future.

Baher: In the future, I think we will be able to live in houses under the ground.

Marwan: But, ¹ Did you know that every year, buildings get taller and taller?

Baher: That's right. What kind of energy will they use?

Marwan: ²

Baher: ³

Marwan: They will use things like wind turbines to produce renewable energy.

Baher: ⁴

Marwan: Yes, we'll all live in tall buildings with solar energy, too.

Baher: I think this won't cause pollution.

Marwan: ⁵

B Reading Comprehension

2 Read and complete the text with four words from the following list.

will renewable fuels won't recycle cut

We should do our best to keep the environment clean. We mustn't ¹ down trees because they absorb carbon dioxide. Also, we mustn't burn fossil ² to avoid climate change. That's why we should use ³ energy such as solar energy and wind power. So, we ⁴ be able to live in a safe environment.

3 Read the following text. Then answer the questions.

A. Choose the correct answer:

1 What is the text mainly about?

- a It's not expensive to land on the moon.
- b Trips to the moon.
- c Neil Armstrong was the first person to walk on the moon.
- d Trips to other planets.

2 What does the underlined word **name** mean?

- a mention
- b speak
- c explain
- d travel

3 Trips to the moon stopped because they

- a were dangerous.
- b were not useful.
- c cost a lot of money.
- d caused a lot of damage.

If someone asked you to name a famous trip to the moon, you would probably say the Apollo 11 trip in 1969. But did you know that when Apollo 17 went there in 1972, there had been five other trips to the moon? There have been no trips since 1972.

We all know Neil Armstrong was the first person to walk on the moon, but who was the last person? That was Eugene Cernan. He was on a 12-day trip on Apollo 17 which brought the largest moon rock to Earth! When Neil Armstrong walked on the moon, he said it had been one small step for a man, but a very big step for all of us. When Eugene Cernan left the moon, he said, "We shall return, with peace and hope."

So why were trips to the moon stopped? It was too expensive, but today, as technology gets better, there are plans to send spacecraft to the moon again.

B. Answer the following questions:

4 What did Eugene Cernan bring to Earth?

5 When Eugene Cernan left the moon, he said, "We shall return, with peace and hope." What did this show?

6 When was the last trip to the moon?

C Vocabulary and Structure

4 Choose the correct answer from a, b, c or d.

1 Rewrite your composition again. The prefix *re* means to do it

a next b again c first d last

2 We should protect our planet. *Protect* is similar in meaning to

a increase b damage c collect from d keep safe

3 The person who studies space is a space

a dentist b scientist c artist d pharmacist

4 A is an instrument used to make distant objects appear nearer.

a thermometer b telescope c mirror d microscope

5 In the past, we used traditional ways of farming. The antonym of *traditional* is

a old b expensive c modern d far

6 The fossils were preserved well for further study. This means they were

a discovered b kept c chosen d sold

5 Complete the sentences with the correct form of the word(s) in brackets.

1 The island (surround) by deep, blue sea.

2 If I (be) in trouble, would you help me?

3 We plan (spend) the weekend in our village.

4 Samir told me that he (travel) to London next Friday.

5 I didn't go to the theatre until I (finish) my work.

D Writing

6 Write one hundred and ten (110) words on one of the following:

1 A report on a habitat you visited. Write where it is, some facts about it, and how to protect it.

2 A biography of a person you like. Write about his/her early life, career and what he/she did.

3 A paragraph on life in the future. Write about transport, food and the environment.



Irregular verbs

Present simple	Past simple	Past participle
arise	arose	arisen
be (am/is/are)	was/were	been
become	became	become
begin	began	begun
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
drink	drank	drunk
drive	drove	driven
do	did	done
eat	ate	eaten
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have/has	had	had
hear	heard	heard

Present simple	Past simple	Past participle
hurt	hurt	hurt
keep	kept	kept
know	knew	known
make	made	made
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
set up	set up	set up
sit	sat	sat
sleep	slept	slept
spend	spent	spent
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Glossary

a

absorb (v) [U8]: take in liquid or gases through a surface

according to (prep) [U11]: as said by someone or as shown by something

active (adj) [U7]: someone who is active can move and do things easily

air conditioning (n) [U9]: a machine that makes the air in a room stay cool or warm

apparently (adv) [U11]: according to what you have heard is true

assistant (n) [U12]: somebody who helps a person do their job

astronaut (n) [U10]: a person who travels to space

avoid (v) [U8]: deliberately stay away from someone or something

b

bamboo cup (n) [U9]: a cup made from a tall, strong grass

battery (n) [U9]: something that gives power to a machine, toy, car, etc.

braces (n) [U10]: something that people can wear to make their teeth straight

broadcasting (n) [U11]: the business of making television or radio programmes

burst (v) [U11]: break open suddenly, or make something do this

business (n) [U11]: a place that makes or sells things or services

c

camera operator (n) [U11]: a person whose job is to film things for television, film, etc.

caracal (n) [U7]: a wild cat with long legs and big ears that lives in Africa and Asia

cashless (n) [U12]: done without using money you can hold

carbon dioxide (n) [U8]: a gas which we breathe out and which is produced by burning fossil fuels

carriage (n) [U7]: a vehicle pulled by a horse or horses

climate change (n) [U8]: how the Earth's weather changes

coastal (adj) [U7]: describing or belonging to land that is next to the sea

confused (adj) [U7]: unable to understand something clearly

continents (n) [U10]: one of the large of the areas of land in the world, such as Africa, Asia, or Europe.

controls (n) [U12]: things used to operate a vehicle or machine

create (v) [U9]: make or produce

cross (adj) [U11]: angry or annoyed

cycle lane (n) [U12]: a special area, often on or near a road, for people to cycle on

d

definitely (adv) [U12]: certainly, without doubt

deforestation (n) [U7]: the cutting down of trees in a large area, or the destruction of forests by people

desertification (n) [U9]: changing an area into desert

destroy (v) [U9]: damage something so badly that you cannot repair it

device (n) [U12]: a machine or equipment for a particular job

distance (n)[U12]: how much space is between two places or things

district (n)[U12]: an area of a town, city or the countryside

e

e-sports player (n)[U12]: a player of online video games

editor (n)[U11]: a person whose job is to choose what should be in a newspaper, magazine, etc. and who checks the information and language

energy-saving light bulb (n)[U9]: a glass object that uses less electricity than usual to give light

enormous (adj)[U10]: very big

f

fabric (n)[U8]: cloth or material which can be used to make clothes, bags, etc.

farming (n)[U8]: the business of growing crops and looking after animals for food

feed: (v)[U12]: to give food to a person or an animal

fellow (n)[U10]: another word for man

female (n)[U11]: a girl or woman

festival (n)[U11]: a day or time for people to celebrate something

fill (v)[U7]: make something full, so there is no space for any more of something

fossil (n)[U7]: part of a plant or animal that lived thousands of years ago, which is now rock

fossil fuel (n)[U8]: natural material such as petrol and oil that you can burn for energy

frog (n)[U7]: a small, green animal with long back legs that lives in or near water

fur (n)[U7]: the thick hair that covers the body of an animal

g

governor (n)[U11]: the person who rules a city or area

grain (n)[U10]: a seed or seeds from a plant that you can eat

GPS (n)[U10]: a system (Global Positioning System) for finding how to find something or to get to a place using satellites

graduate (v)[U11]: succeed in passing your exams at university

gravity (n)[U10]: the force that causes things to fall to the ground when they are dropped

grassland (n)[U7]: a large natural area of land which is mostly grass

greenhouse gas (n)[U8]: a gas in the air such as carbon dioxide which can cause global warming

h

habitat (n)[U7]: the natural home of an animal or plant

helmet (n)[U10]: a special hard hat used to protect the head

i

initiative (n)[U9]: something to improve a difficult situation

ink (n)[U8]: a liquid used in pens or printers for writing, drawing, etc.

internship (n)[U12]: when you work, often without pay, to learn about a job

interrupt (v)[U9]: if you interrupt someone, you speak to stop someone else from speaking

interview (n)[U11]: if you interview someone, you ask them questions about themselves

in vain (adj)[U10]: if you do something in vain, you do it unsuccessfully

j

journalist (n) [U11]: a person whose job is to write news and articles for newspapers, magazines, websites, etc.

k

keep (v) [U8]: continue doing or do again and again

l

label (n) [U7]: a word or phrase to explain things in a picture, diagram, etc.

landfill site (n) [U8]: a place where rubbish is taken, often to be buried under the ground

landscape (n) [U9]: a view showing an area of land

law (n) [U12]: the rules that people in a country or place must follow

length (n) [U7]: how long something is

lens (n) [U10]: a piece of glass used in cameras or on glasses, that can make things look bigger or smaller

light bulb (n) [U9]: a glass object that you put in lights, which changes electricity into light

likely (adv) [U12]: probably going to happen or probably true

linguist (n) [U11]: someone who studies foreign languages or can speak them very well, or someone who teaches or studies linguistics

loom (n) [U8]: a machine used for weaving

m

mangrove tree (n) [U9]: a small tree with roots above the ground, which grows in or near the coast or rivers

marathon (n) [U12]: a running race of around 42 kilometres

media (n) [U11]: newspapers, magazines, radio, television, the internet, and other forms of communication that give news

meeting (n) [U11]: a situation when groups of people meet to discuss something

methane (n) [U8]: a natural gas often produced by animals and dead plants

mongoose (n) [U7]: a small animal with a long body and tail, which lives in Africa and Asia

monorail (n) [U12]: a railway system that uses a single rail, usually high above the ground

n

newsreader (n) [U11]: a person whose job is to read the news on TV or radio

normal (adj) [U12]: usual, not different

o

oasis (n) [U7]: an area in the desert where you can find water

online learning (n) [U12]: education or teaching that you can have on the internet

orangutan (n) [U7]: a large animal with long red hair and long arms, which lives in the trees of Indonesia

orbit (v) [U10]: move around a star or planet

owner (n) [U7]: a person who owns, or has, something

p

photographer (n) [U11]: a person whose job is to take photographs

pipe (n) [U11]: a long, thin piece of metal or plastic, used to carry water, gas, etc. often under the ground or through buildings

polar (adj) [U7]: describing things to do with the North or South Poles

polar bear (n) [U7]: a large, white bear which lives on the ice of the Arctic

powers (n) [U9]: special abilities

presenter (n) [U11]: someone who introduces the different parts of a television or radio show

preserved (adj) [U7]: if something is preserved, it is kept safe, so it is not damaged or destroyed

printer cartridge (n) [U8]: a piece of plastic which contains and supplies ink for a printer

probably (adv) [U12]: almost certain

produce (v) [U9]: make or create

professional qualification (n) [U12]: something that shows you have special training to do a job

promise (v) [U9]: if you promise to do something, you will definitely do it

r

radio presenter (n) [U11]: a person whose job is to introduce programmes on the radio

rechargeable batteries (n) [U9]: something that gives power to a machine, toy, car, etc. and which you can continue to add energy to, so they continue to work

recycle (v) [U10]: use something again, such as an old bottle or plastic

region (n) [U9]: an area of a country

remote (adj) [U7]: very far from large cities

remote control (n) [U9]: a machine that you can control from far away

renewable energy (n) [U8]: natural energy that does not disappear or burn when you use it

report (v) [U11]: give news or information, usually about the news

researcher (n) [U10]: a person whose job is to research information

retire (v) [U11]: stop working, usually because a person is old

retired (adj) [U11]: having stopped working, often because you are old

reusable (adj) [U9]: able to be used again

reuse (v) [U12]: use again

researcher (n) [U10]: someone who studies a subject in detail in order to discover new facts or test new ideas

rising sea levels (n) [U9]: when the sea becomes higher because climate change melts the ice at the Poles

robotics engineer (n) [U12]: a person whose job is to design or work with robots

s

satellite (n) [U10]: a machine that goes around the Earth to send or collect information

satellite receiver (n) [U10]: a machine which can receive or read information that is sent by a satellite

seagrass (n) [U8]: a plant which lives in the sea, usually near the coast

seedling (n) [U9]: a small plant which has started to grow from a seed

sensor (n) [U10]: something which can measure small amounts of light, heat, sound, etc.

set up (v) [U12]: start a business

shape [n] [U7]: the form made by the outside of something, for example a square, circle, triangle, etc.

stable (n) [U7]: a building where people keep horses

signal [n] [U10]: information or an instruction that is sent by sound, light, etc.



skill (n) [U12]: the ability to do something well

slow down (v) [U8]: reduce how fast something goes

solar energy (n) [U8]: energy from the sun

solar farm (n) [U9]: an area with many solar panels that provide electricity

solar system (n) [U10]: all the planets and their moons which go around the sun

solution (n) [U12]: a way to deal with or answer a puzzle or question

source (n) [U9]: a person, thing or place that gives information

Space Station (n) [U10]: a large satellite going around the Earth where astronauts can live and work to study space

species (n) [U7]: a group of animals, plants or birds of the same kind

stable (n) [U7]: a place where horses sleep

stuck (adj) [U11]: not able to be moved

surrounded by (adj) [U7]: everywhere around you

sustainable (adj) [U9]: causing little or no damage to the environment

t

3D printer (n) [U12]: a machine that can make copies of whole objects

telescope (n) [U10]: equipment that makes things that are far away look nearer

temperature (n) [U12]: how hot or cold something is

thread (n) [U8]: a long piece of cotton, silk, etc. which people can use to sew or make clothes

toiler (n) [U10]: someone who is working hard

train: (v) [U12]: to prepare for a sports event by exercising

treat (v) [U7]: behave towards someone in a certain way

twice (adv) [U12]: two times

v

virtual reality (n) [U12]: when a computer makes you think that you are in a real place using pictures and sound

voice (n) [U11]: the sounds that you make when you speak or sing

w

warning (n) [U11]: something that tells you about something dangerous or bad that might happen

weaver (n) [U8]: a person who makes cloth by weaving (see below)

weaving (n) [U8]: the art of making cloth by crossing threads using a special machine

web designer (n) [U11]: a person who designs websites or pages on websites

wetland (n and adj) [U7]: an area of land that is often flooded by water

wireless (adj) [U10]: able to use the internet without wires

witness (n) [U11]: a person who has seen an accident, crime, etc. and can tell the police about it

wonder (n) [U7]: something that makes you feel it is beautiful or amazing

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